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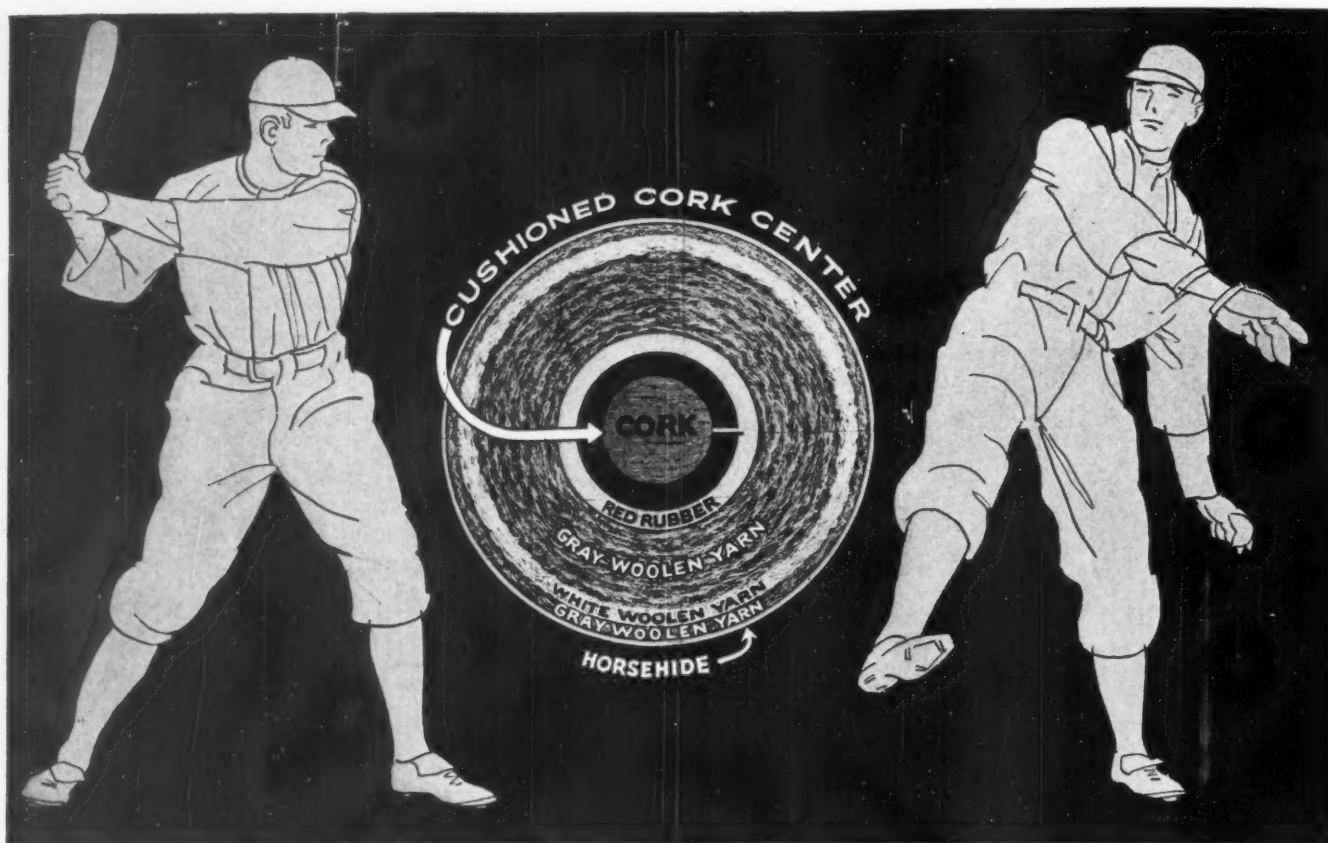
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FEBRUARY 1934



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### BASEBALL EQUIPMENT



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JACK LIPPERT, Editor

The editor will be glad to consider any manuscripts and photographs submitted to him for publication, if accompanied by stamped addressed envelope for return, if unsuitable.

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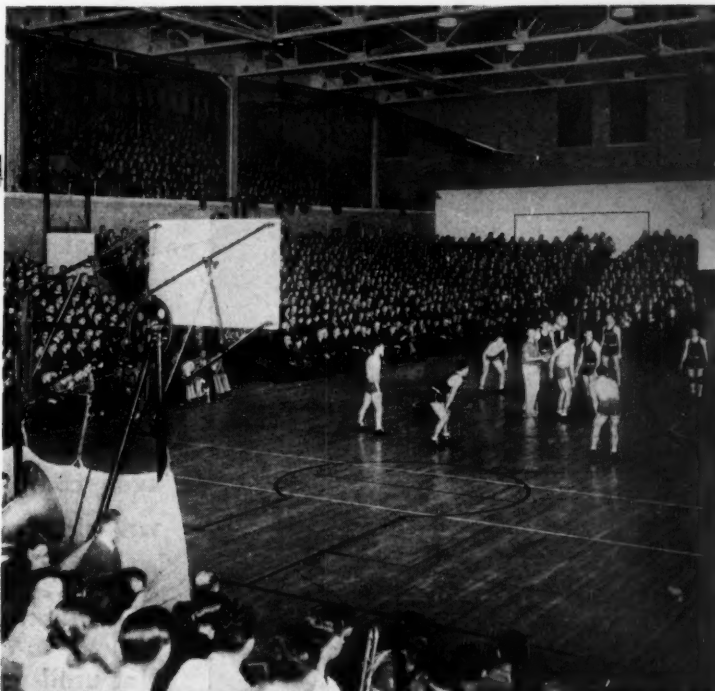
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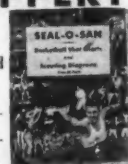
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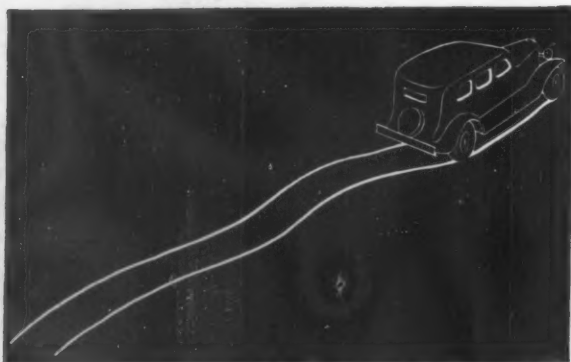
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## SO MANY INCOMPLETED PASSES



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**NO WONDER SO MANY INCOMPLETED PASSES**  
—When a football is out of balance it corkscrews along—the pass goes haywire, some player or team gets the razz.



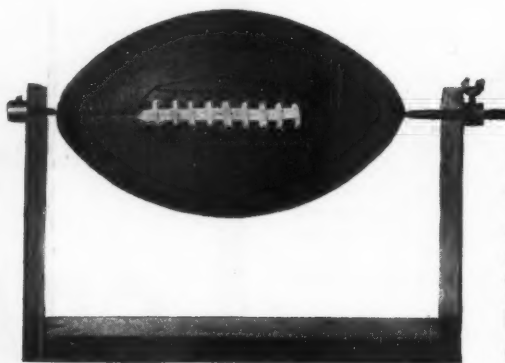
**NOW, TWICE AS MANY PERFECT PASSES.** The new Wilson ball bores through the air in a perfect arc. When you reach to catch it—it's there.

Now for the first time a football has been perfected that takes the wobble out of passes. Thousands of players have been wrongly blamed for passes gone haywire over which they had no control. Equipment has not matched in skillful construction the development of the game itself.

The new Wilson Counter-Balanced Football puts an end to this injustice. The player can now have a ball perfectly balanced, that cleaves the air in an even, controlled flight. We believe this improvement will do as much for the game as double lacing, double lining, valve type inflation and those other Wilson innovations.

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LON JOURDET

Head Basketball Coach, University of  
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## Care and prevention of injuries by LON JOURDET

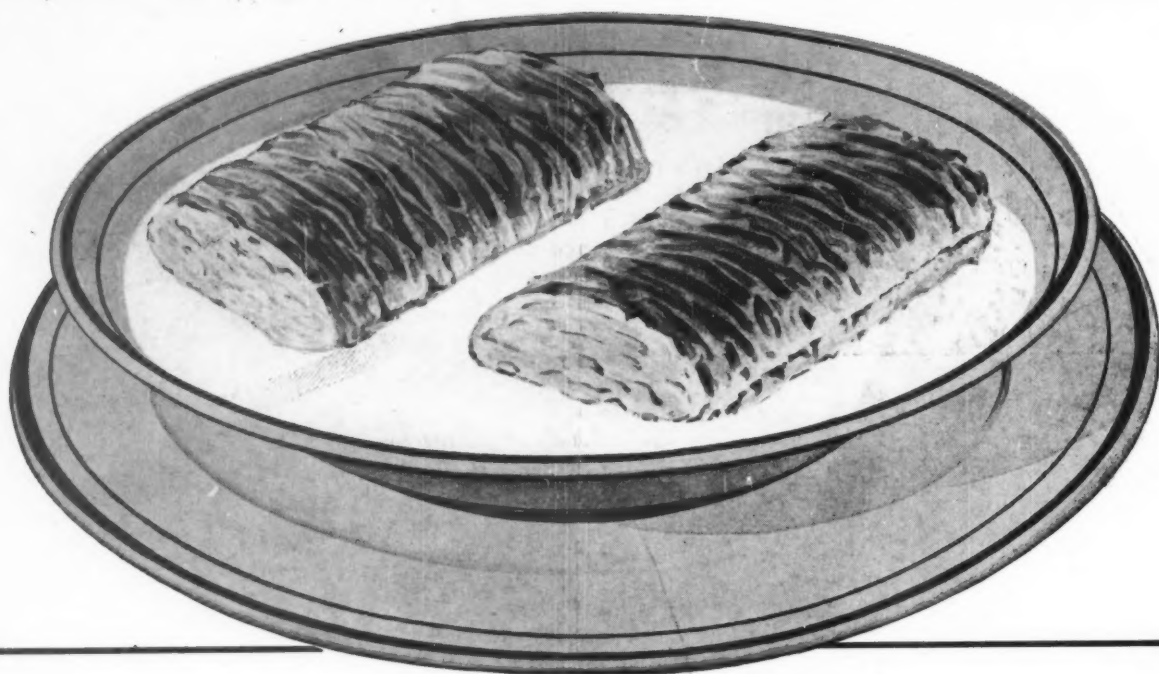
1. Two to three weeks of pre-season training is necessary before strenuous competition.
2. Build yourself carefully during this pre-season training, with emphasis on proper diet and SLOW conditioning.
3. Weigh yourself daily, and regulate your diet and exercise program in accordance with loss or gain in weight.
4. Use special exercises to strengthen trunk, legs, knees and ankles.
5. Wear equipment that will give you maximum protection.
6. Before starting training for any sport, be examined by a reliable physician to determine your fitness.
7. Sanitary equipment helps prevent boils and skin infections.
8. Proper treatment of bruises, abrasions and wounds will prevent serious developments.
9. In case of injury, consult your physician promptly. Apply first aid at once.
10. Learn all you can about the methods used by successful athletes. They know many ways of preventing injuries in sports.

No. 2 of a series of posters  
issued in the interest of  
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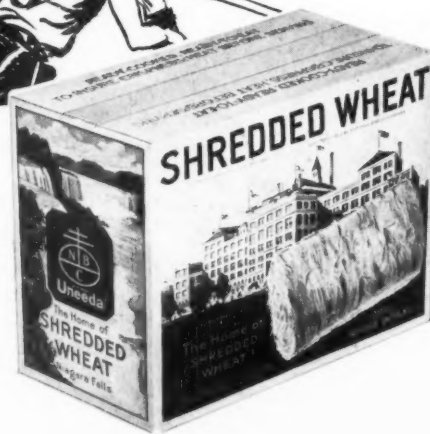
You can't very well control the diet of a hundred high school boys; but you CAN give them good advice on what to eat at home. Begin now to tell them about Shredded Wheat—how good it is these cool mornings when served with hot milk. Let them find out for themselves how this vitally different food will help them keep mentally alert, physically ALIVE!

*This* **NATURAL** *energy food*  
*builds bodies that can "take it"*



# SHREDDED WHEAT

**THE VITALLY DIFFERENT FOOD**



NATIONAL BISCUIT COMPANY  
"Uneeda Bakers"

ON THE OTHER SIDE OF THIS PAGE IS NO. 2 OF A SERIES OF POSTERS GIVING TIPS ON TRAINING BY WELL-KNOWN COLLEGE COACHES. POST IT ON THE BULLETIN BOARD, AND LET THE ATHLETIC SQUAD PROFIT BY ITS GOOD ADVICE. IF YOU'D LIKE ADDITIONAL COPIES FREE, SEND A POSTCARD TO NATIONAL BISCUIT COMPANY, EDUCATIONAL DEPARTMENT, 449 WEST 14TH STREET, NEW YORK, N. Y.



## H E R E B E L O W



MOVING PICTURES BY OWEN REED

A MEMBER of the President's cabinet stirred quite a commotion in college athletic circles by denouncing college football as a racket, in an address before national students groups assembled in Washington during the holidays.

The important point for high school men to bear in mind concerning Secretary of Agriculture Henry A. Wallace's denunciation of the "football racket" is that he was referring specifically to the colleges. Most college student activities, he said, are too immature and too unlike real life to warrant the serious consideration they receive from students of college age.

Like so many "bombshell" speeches, Secretary Wallace's will be interpreted, in some quarters, as applying to spheres which the speaker had no intention of including in his rebuke. For instance, it would be ridiculous to infer that Secretary Wallace is opposed to the playing of games. He has not even recommended the elimination of intercollegiate football, yet there will be many who will at once brand Secretary Wallace as unalterably opposed to college boys from one institution going over to a neighboring institution for a friendly football game. It is very plain that Secretary Wallace is not condemning this sort of thing.

Many high school administrators and coaches whose superior athletes are exposed to the recruiting and subsidizing by college athletic departments share some of Secretary Wallace's disdain for the state of college football.

What Secretary Wallace particularly attacked was the *emphasis* placed on trivialities by American college students. He believes that they are of an age where they should be showing enthusiastic interest in plans for social betterment. He asks for a socially conscious American youth. There is something "too smug, complacent and self-satisfied" about them now, he said.

Several years ago Dr. Kilpatrick wrote: "If our pupils are to grow into an adequate citizenship, they must with increasing age and with due re-

gard to their growing outlook and interest become increasingly familiar with the problems of civilization."\*

One of the constant problems of education is to determine the suitability of the program offered for the age group served. The child in nursery school and kindergarten is encouraged in activities of a kind and to a degree that would not be offered the pubescent child. Through the storms of early adolescence the growing youth presents the junior and senior high school with a problem that is certainly different from the one confronting the college when it has this youth in late adolescence.

Program re-appraising is a problem the educator will always have, if civilization goes forward. Secondary school athletic administrators, encouraged by their state high school athletic associations and the National Federation, have, in recent years, been doing this very re-appraising. High school athletics are in a much healthier state now than they were ten years ago, when their tendency to ape the colleges was causing them to lose sight of their own identity.

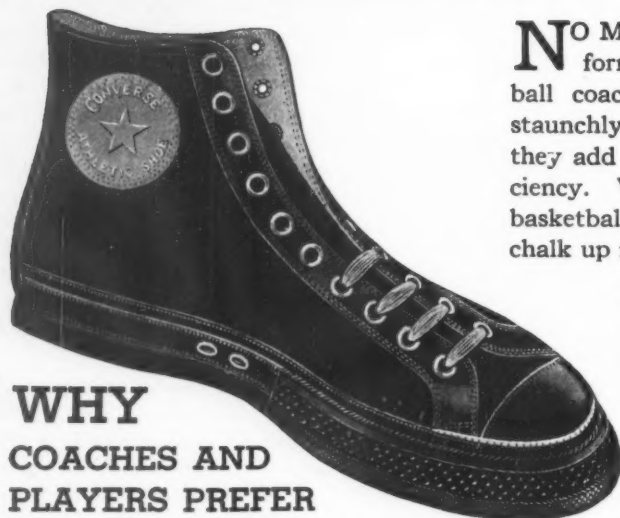
There is a surge of new life propelling America toward the only kind of patriotism that amounts to anything—a willingness and readiness on the part of a citizen to work for the good of the people, and to demand from his government work, leisure, an improving standard of living and security for all. This is a great, unselfish goal, worthy of a great nation. Youth can be a powerful force in gaining this goal. High school administrators and especially the coaches exert a tremendous influence over attitudes of youth. "What are we standing for so that when people think of us they think of that?" asks Dr. Harry Emerson Fosdick. "The smallest of us can stand for the greatest of things. Identifying oneself with the leading movements of our time is a privilege that is open to all."

\*Education for a Changing Civilization by William H. Kilpatrick, Macmillan, 1926.

Left: Moving picture sequence showing the feigned high overhead pass to the right followed by a fast dribble past the guard's weakened side. A high-pass feint of this kind is not nearly so common as a low-pass feint, which is one of the explanations of its effectiveness. With a pass-receiver actually available, this feigned pass to him will often deter a defensive player from making the switch which he might have made had the ball-holder used only pivot feints or some less conspicuous pass feint.



# All Star COACHES Boost ALL STAR Shoes!



## WHY COACHES AND PLAYERS PREFER ALL STARS

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**REAL COMFORT** — Sponge cushion heel and arch support buoys entire arch; famous Korzole insole prevents floor burns; ventilation eyelets help keep feet cool.

**3**  
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## ★ PERFECT TRACTION

"Stick to the floor better than any other shoe I know of" — Coach Skidmore, West Penn Juniors, Morgantown, W. V. . . "Have found Converse shoes ideally adapted for traction on all floors" — Coach Davis, High School, Canal Winchester, Ohio. . . "Best shoes on the market as to traction" — Coach Klein, House of David, Vienna, Georgia.

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# KEEP-AWAY GAME IN THE FRONT COURT

By George R. Edwards

The coach from Missouri shows why, when, how and where to kill time purposefully

This is Mr. Edwards' eighth year as coach of basketball at the University of Missouri, where he went directly from coaching at Westport High School, Kansas City.

**T**HE fierce conflict between offenses and defenses in basketball has produced some ticklish situations in the past, and will present many other problems in the future. Just how far to restrict one phase of the play and help the other, in order that a proper balance may be maintained, are questions that have developed many tense moments among the rules-makers.

A problem of this sort developed a few years ago when teams enjoying a small lead in the closing minutes of games elected to play keep-away rather than to continue scoring attempts. As long as these tactics were reserved for the last minutes there was little criticism, but when many teams discovered that a teasing scheme could be worked throughout the whole game there were many contests almost entirely devoid of action.

At first this scheme was novel and sometimes amusing, but simple time-killing play, except near the end of the final period, was not an attractive game, and its use throughout the major portion of the contest, threatened the very existence of the sport. The National Association of Basketball Coaches voiced a disapproval when it defined "stalling" and placed the blame upon the team behind in the score and which refused to play aggressively. The definition failed of its purpose, and the Joint Rules Committee, in 1932, was forced to take action when the practice continued to grow. The centerline restriction was the out-

growth of abuse of keep-away practices.

The rule has done much to eliminate the objectionable features of keep-away by restriction of the offense to one half the court, thus permitting the defense a better chance of getting the ball and making a last-minute rally. However, we find that moves designed to disconcert the opposition have important places in the strategy of every sport. While keep-away or delayed offenses are more precarious tactics than formerly, and not so likely to be abused, there is still room in the offensive plans of every smart team for this change of pace.

Should the employment of keep-away methods result in lack of action or have *only* the ideal of ball possession they are a detriment to the game. However, should such moves bring more finesse and keener thinking combined with constant scoring threats they are assets.

Use of this style carries some dangers for the team with the ball. The new rule has increased these dangers. An inaccurate or intercepted pass often gives the opposition an easy scoring chance. A still greater danger, though, is the fact that the team with the ball may slow its pace so much that it will be unable to resume its drive if the opponents stage a successful rally.

As in the past teams with a small lead near the end of the game still try to protect their margin by maintaining possession of the ball, but keep-away is very often advantageously employed right at the start under some

conditions. Such conditions may be summarized:

1. A team which is inaccurate on long or medium length shots must work carefully for short ones.
2. When opponents are nervous and anxious to get hands on the ball a few minutes of keep-away will upset them.
3. Opponents using a compact and deeply retreated defensive formation fear any move which forces them to spread. Zone defenses, particularly, like to keep their formation but must change if they desire to obtain the ball.

The coach who wants to include keep-away must make a careful diagnosis of the abilities of his players. Extended explanation and practice against various types of defensive play are then necessary to develop a successful scheme. Good judgment under fire may be listed as the primary requisite. The boys must have a full knowledge of what they are trying to accomplish, and how they are to execute it. The plan calls for constant pressure on the defense without loss of drive by the team with the ball. In addition there must be a high degree of ability in ball handling, passing, dribbling, and footwork. If these are already available, a keep-away plan can be evolved in a short time, but if not present they can be developed only by painstaking practice. Whether or not the squad becomes highly efficient in keep-away tactics, the time spent in practice on the plan will be well invested.

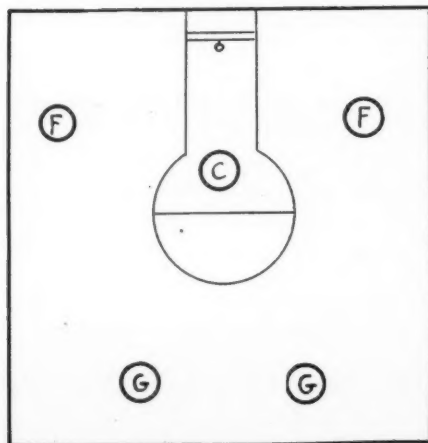
General considerations which must be kept in mind are:

1. The ball must be moved constantly with passes made as quickly as accuracy will permit. The faster, the better.
2. Dribbles should be of minimum length and number.
3. All men must maneuver repeatedly for openings. For this changes of direction and speed are more essential than mere running.
4. Players must keep spread as much as possible but stay out of corners because of danger of held balls.
5. All men must be alert and ready to capitalize on easy scoring chances, and to aid teammates who need help.
6. Wild passes, fumbles, "hope" shots, and cross-court passes must be eliminated.

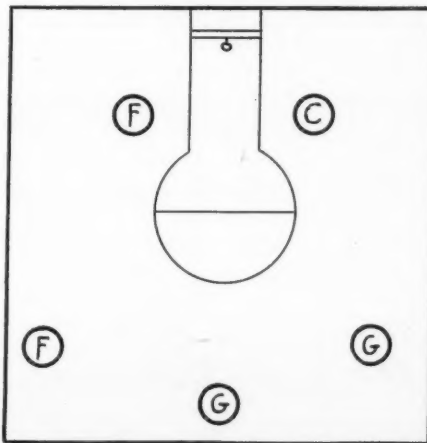
Most teams now have some sort of a set or slow break attack. This can easily be converted into a strong keep-away game by the elimination of all shots except unguarded close ones. Also, keep-away is simple if opponents use compact defenses and wait for the ball to penetrate. In such cases the

[Concluded on page 29]

SINGLE PIVOT POST  
(Three in and two out)



DOUBLE PIVOT POST  
(Two in and three out)





# STARTING AND SPRINTING

By David L. Holmes

The Detroit experimentalist advances his theories on new coaching methods

Mr. Holmes, who is doing notable work in track and field research, here presents the first of a series of four articles for Scholastic Coach, based on his fifteen years in actual competition and twenty-six years of coaching, with special emphasis on his studies of the form of champions as contrasted with the form of beginners. His purpose in these articles is to show how to make, for instance, a shot-putter, out of a rank beginner, and how to make a good shot-putter better. Mr. Holmes is director of athletics at the College of the City of Detroit and the author of "Movies on Paper," the new visual method of coaching track and field.

IN discussing the topics which have been selected for this series of articles, it is my intention to get away from the beaten path, and to poke around in the byways and, mayhap—or *mishap*—the hedges. I am going to assume that readers of this series are familiar with the beaten paths in track and field technique and teaching methods, and set about discussing some points about which very little has been written.

You will not agree with me always, if at all. I ask only that you do not disagree too violently until you have, at least, done a bit of experimenting, if you have not already done that. We are all looking for something new—some new little technique, some little wrinkle—a twist, a re-timing—that will give us that added fraction of a second, that extra eighth of an inch. Why not experiment some? One thing is certain—one doesn't have to take another's word for anything unless he cares to—and that goes *both* ways, if you know what I mean.

You hear it said that so-and-so has the *build* for a sprinter; that he's the *type*. He is barrel-chested or maybe muscular, not small, not large, nervous, dry-lipped, big-hipped, tapered in the legs, irritable; he is an insomniac; perchance he is hairy-chested! That ought to make him a good sprinter! Indeed. Let us look at some of our great sprinters of the past and present, and see how they correspond to

type: Archie Hahn, who was so small that he slipped into the University of Michigan without the registrar's seeing him; Jackson Scholz, who refused to respond to Missouri's corn-feeding and thereby allowed the title to go to Iowa (the corn-feeding title, I mean); Loren Murchison, almost a wee man; Wilson, of Coe college, who had a five-foot stride and absolutely no business being rated as our best man on the 1912 Olympic sprint squad; and—"Tex" Ramsdell, way back there in 1906, '07, '08, who must have been a heavyweight wrestler gone wrong, for didn't he clean 'em all up in England, Australia, etc.? Ed McCoy, also of Missouri, could easily have thrown Joe Stecher with one hand. Then we have

the so-called "ideal" set. Toppino has both feet farther back, and his hips up a bit.

Illustration No. 2 shows the start of the first stride—Tolan has practically "picked his arms up"; Wykoff and Toppino are driving like mad with arms and legs, and are actually about a foot ahead of Tolan right now. Illustration No. 3 shows them at the fourth stride. They are in almost exact unison, and they have taken the same number of strides. Had I placed them in their relative positions, Tolan would have been shown more than a foot behind. Note that he is not getting much out of his arms yet. Toppino is already using his viciously, while Wykoff is starting that leap stride of his—the

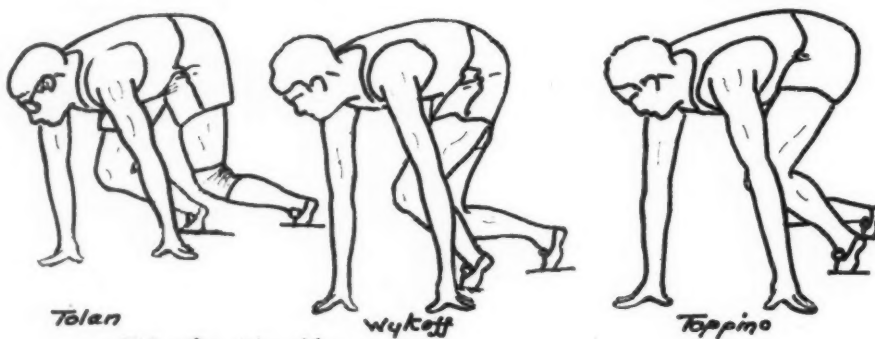


Illustration No. 1

our frail little Metcalf, who insists that he is going to take up weight-lifting if he does not turn the 100 in better than 9.3 this season. Last, but first, Eddie Tolan—with legs so short they barely reach to the ground.

## Starting

Now we start into the byways—and, you may say, end up in the hedges. You know and I know that no two crack sprinters start alike. I have watched them for years at all the big meets—they don't dig their holes alike, they don't use their arms or their legs alike, they don't place their hands alike, they don't set alike. My Graflex and motion picture camera, my inseparable companions at all the meets for years, from coast to coast, tell me some strange stories.

In Illustration No. 1 we have Tolan, Wykoff and Toppino "set." Tolan is far forward, hips a bit up. Wykoff has

fourth-lever spring, with arms sweeping him on his way.

Though keeping stride with Wykoff for ten strides, Tolan lost a yard, my film shows. Why? Because he spent too much time "digging" there in getting under way. He caught up to within a foot of Wykoff at the tape, but he had spent too much time back there hunting for angleworms for the summer's fishing. In watching him practicing, I discovered that he was stretching out much sooner. We worked together a bit here in Detroit when he was training for the tryouts, and I felt that he was going to make them all step out in Los Angeles—he was getting under way sooner, stretching out, and using his arms nicely off the marks.

Illustration No. 4 shows the start of the 200-meters at Los Angeles. Among other things it shows that much discussed discrepancy in distance between Simpson and Metcalf, and Tolan and Metcalf. Does it not measure out (use your ruler) that Metcalf did run one meter too far? Anyhow, there they are, in staggered lanes. Tolan and Metcalf got rather lazy starts; Simpson got away beautifully, gained



Illustration No. 3  
Left to right—Tolan, Wykoff, Toppino



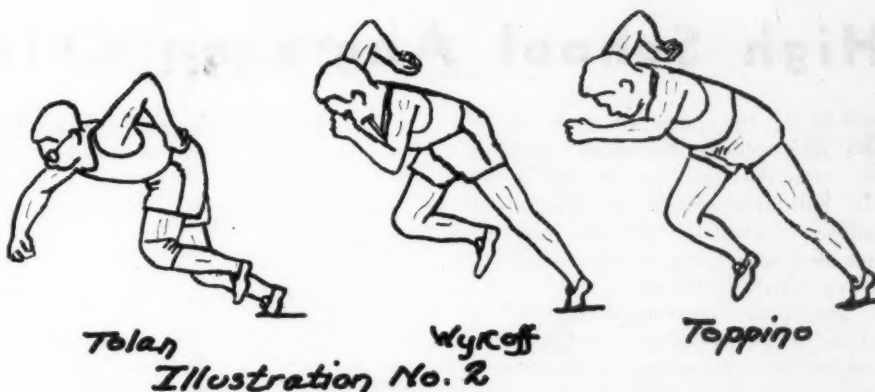
a meter on both, and beat Metcalf one meter for second place!

You will be interested in this fact—that, up to the sixteenth stride, Tolan kept step in perfect unison with Metcalf, when the latter started that long, lunging stride of his. Now, Tolan used exactly 103 strides from the starting mark to the tape, while Metcalf used only  $84\frac{1}{2}$ . I said that they were in unison up to the sixteenth, which gives them about 25 meters covered, or 175 meters left—and it means that in that remaining distance, Metcalf took  $18\frac{1}{2}$  strides less than did Tolan. Tolan ran away from Metcalf in that race, and Simpson beat Metcalf. My contention at the time was that Metcalf was a tired boy that day, and that he was over-striding badly. I believe that such was not only the case, but that he took a great many more short strides in the first 25 meters than he ordinarily would take.

To get down to the technique of starting. Here I do not agree with most coaches. First, I teach the push to come from the rear foot first, then instantly from the front foot. Second, I teach a terrific *slinging* of the arms—one forward, one back. If the left foot is forward of course the right arm goes back, etc. I have my boys sling their hands back off the floor or cinders in one motion—absolutely no picking up of the hands, with motion thereafter. The fingers scrape the cinders pretty hard at first. The arms are thrown back *loosely*—as if they were completely limp objects *hanging* at the shoulders.

Now, to practice it. The starter kneels on the starting marks, feet in position, hands in position. Then, simply kneeling there, he practices throwing those loose arms as directed—like a flash of lightning. Now he comes to “set,” but rests the left hand on the left (forward) knee, with only the right hand on the ground, and pushes off quickly with the right (rear) foot, not using the arms at all. Soon he adds a sling of that right arm to that push of the right foot—simultaneous action, and like greased lightning. When he has done that a few times, you will see some pretty fast getting off that mark. Now, he practices *slinging* both arms again, but from “set” position. He gets them back in front just in time to keep his nose from bumping the ground, if he is quick. See that he does not duck his head as he does this exercise—face out forward, every muscle of the body relaxed.

Now, he is ready to make a real start. He sets, and at the pistol, slings that right hand back and the left one forward down the track like so much lightning, with the rear foot pushing



him off just as fast as those arms have worked. You will find that he has not pushed his body into the air one iota, and that his right foot is down and running so quickly that you can hardly follow it. Of course, the arms are kept going just as fast as they were thrown at the start, with the result that that right arm will be whipped up forward and the left one whipped back as the left foot is coming off the marks, catching the unison with the legs.

Watch for a pause here, which so many fast starters acquire—the arms and legs getting out of unison. A little practice will eliminate this. But I want to emphasize this—all beginners throw their left arm up in front *stiff*—and it does not get back in time to catch up with the left foot action—and a complete pause, sometimes in the air, results. The arms must be as loose as they can be on this first movement; then the elbows start their work.

Using this method, I have had some fine starters. I trained a lad in it one season, then he went to Ann Arbor. Word came to us that he left Hubbard, thought to be the world's fastest starter, on his marks in Barbour gym. Another boy, formerly a hurdler, set a new world's record (three watches only) in the 40 indoors. Johnny Lewis tied it with the same method. Two seasons ago a very short and heavy lad turned in the best time in the 40 in the state indoor meet with the start, and last season a green freshman

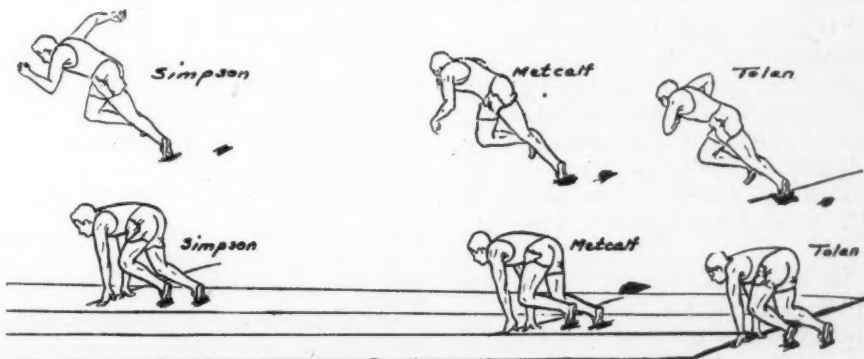
learned to keep within inches of him. I recite this not as a boast, but as proof that it *works* for me to my satisfaction.

It is well to remember that starting is really an explosion of pent-up, or coiled-up, energy, if there can be such a thing as coiled-up energy. The body is coiled, and, if the initial push of the feet, or legs, is made with the rear foot, the body must go *forward*, not up and out. Nine out of ten starters really do leap into the air to a certain extent. My movie films do not lie—I have hundreds of feet of the world's best performers, and I want to tell you that they do some peculiar things. Few of them use their arms as they should be used—they use them *after* they have started running. I have a very fine photograph of one of the world's best just as he is taking his first stride off the marks, and he has both arms practically straight out in front of him, palms practically up.

## Sprinting

Not much space has been saved for this. The reason is that I feel that it is very difficult for any of us to prescribe for our patients “sight-unseen.” By that I mean that I feel so certain that every case demands different medicine that many of our fundamentals may even be almost out of order, if taken by mail. We know that practically every beginning sprinter we get is a sick man, [Continued on page 28]

Illustration No. 4  
Start of the 200-meter dash at Olympic Games.





# High School Angle on Chicago Meetings

FROM the point of view of the high schools, the most important topic discussed in Chicago during the holiday meetings of the various collegiate athletic groups, was the question of paying athletes for their services to the college.

This matter came up at the meeting of the National College Athletic Association, with three members sponsoring a movement which would place the Association on record as sanctioning the frank payment of money, or its equivalent, to athletes. The movement did not get very far, for there was an overwhelming opinion against such a stand at this time.

Off the record, several N.C.A.A. delegates admitted to the Scholastic Coach representative that while the conditions of subsidization have improved greatly with the depression, there has been no general decrease in the amount of recruiting done by colleges and their alumni among high school athletes. A small minority of college athletic administrators believe that an open, outspoken and specific stand on recruiting and subsidization should be taken by the N.C.A.A. in order to promote fairer competition among the colleges for the services of high school athletes. The known objection to such a stand by the N.C.A.A., which has no administrative power, is that the status and ethics of recruiting and subsidization can best be established by local and district college conferences and groups. It was pointed out that the extent to which colleges promote recruiting and subsidization varies so greatly among conferences and league, and even among member colleges in some conferences, that it is not feasible now to attempt to frame a national code of ethics.

The college football coaches are not responsible for the evil conditions in the game, said Dan E. McGugin, coach of Vanderbilt University, and retiring president of the American Football Coaches Association, in his address to the football coaches at their Chicago meeting.

"Where a coach has been active in recruiting," said Mr. McGugin, "it is because he has been employed by the college to do it. Responsibility for proper conditions surrounding inter-collegiate athletics lies upon the administrative board and the president. It is childish and foolish to blame the coach."

So serious has become the menace of insecurity in the football coaching profession that the American Football Coaches Association directed two com-

## High School Football Fatalities, Season 1933

### DIRECTLY DUE TO FOOTBALL

|  |                   |   |
|--|-------------------|---|
| Amherst Central H.S., Arthur Kreger      | Buffalo, N. Y.    | Fractured vertebrae of neck               |
| Auburn H.S., Archie Dubey                | Seattle, Wash.    | Dislocated vertebrae of neck              |
| *Burlington H.S., Carl Sommerfield       | Burlington, N. J. | Broken back, resulting pneumonia          |
| *Duncannon H.S., Dallas J. Hibsman       | Duncannon, Pa.    | Compound fracture resulting tetanus (arm) |
| Eddystone H.S., Daniel Rodden            | Chester, Pa.      | Cerebral hemorrhage, concussion           |
| *Fallon H.S., Howard Bradley             | Fallon, Nev.      | Fractured skull                           |
| Grover Cleveland H.S., Norman Panzetella | Buffalo, N. Y.    | Dislocated vertebrae of neck              |
| Holyoke H.S., Robert E. Flynn            | Holyoke, Mass.    | Punctured pancreas                        |
| Marianna H.S., Everett Henry             | Marianna, Ark.    | Brain concussion                          |
| *Monroe H.S., Reginald White             | Monroe City, Mo.  | Broken neck                               |
| St. Alban Academy, Ludwig Sunde          | Sycamore, Ill.    | Injury to nerve in neck affecting heart   |

### NOT DIRECTLY DUE TO FOOTBALL

|                                 |                |   |
|---------------------------------|----------------|---|
| Athens H.S., Robert Larch       | Athens, Ohio   | Inflammation of the brain (encephalitis)              |
| Plant H.S., Frank Winn          | Tampa, Fla.    | Heart failure 1st day of practice                     |
| Magnolia H.S., Garrett Herring  | Magnolia, Ark. | Ruptured blood vessel (malaria, phibitis, pneumonia). |
| McBride H.S., Daird Tully       | St. Louis, Mo. | Infected elbow, resulting pleurisy                    |
| Mullan H.S., Malcom D. Crabaugh | Mullan, Idaho  | Infected knee, resulting pneumonia                    |

\*Newspaper reports only

mittees to work toward improving the situation. The task of one committee will be to investigate all complaints of coaches who have been fired from their jobs; another committee will confer with the American Association of College and University Presidents on ways and means of increasing the security of football coaching. D. O. McLaughry, coach of Brown, chairman of one of the committees, said: "All cases in which the committee finds a coach has been dismissed unjustly will receive full publicity and the findings of the committee forwarded directly to the president of the college involved."

### Why college coaches lose out

Six reasons why football coaches don't keep their jobs longer than they do were advanced by H. J. Stegeman, athletic director of the University of Georgia, who pointed out that since 1922 a total of 91 football coaches had served in two southern conferences where the total membership is 23 colleges and universities.

To hold his job, Mr. Stegeman said, a football coach must do more than teach good, sound football. He must mix around, make himself indispensable to the college and help out in other sports wherever possible.

"What are the causes for the wholesale shifting?" he asked. "Simply these: The coach didn't mix with the faculty; he

failed to add anything to the life of the community except to produce a football team; he failed to place himself at the disposal of the college administration; he suffered from too much specialization and ignored other sports; he was discourteous to newspapermen and they finally got his job, and he was too serious and unbearable even to his closest friends before unimportant games."

The football coaches invited Floyd R. Eastwood of New York University to present his report on football injuries and fatalities. In his summary of football fatalities for the 1933 season, Mr. Eastwood stated that 40 deaths were reported, 24 due directly to football. The remaining 26 resulted from infections and injuries, the origin of which is unknown or known to have no connection with football. Of the 40 deaths, 5 were attributed to colleges, 16 to high school, 4 to athletic club and 15 to sandlot. Of those attributable directly to football there was 1 college, 11 high school, 3 athletic club, and 8 sandlot. The accompanying table shows the high school fatalities.

Other highlights of the coaches' meeting are summarized as follows, under the name of the coach delivering the speech:

Benjamin Oosterbaan (Scouting) — "When scouting a certain team, the scout should be sure to note what type of defense is being used against that team, and whether it changes throughout the game, and how successful it is."

[Concluded on page 31]



# PLAY THE MAN, NOT THE BALL

By Lon Jourdet

Mr. Jourdet is basketball coach at the University of Pennsylvania.

KNOW that I am likely to be hailed into court for openly proclaiming the "playing the man" theory of defensive tactics, but since "playing the man" is openly practised I feel no hesitancy in openly discussing it. In fact, the more said on this subject by all parties, the better it is going to be for the health of basketball. If there is something about the widespread practise of "playing the man" that is damaging the good game, opinions from all quarters provide the only means by which national basketball authorities can go forward in their work of suiting the game to the ideals of education. It is an educational institution's game, mainly, and we of the coaching staffs want to keep our ideals, theories and practises in harmony with the institution's whole purpose and program.

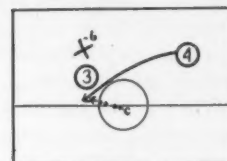
From the title of this article I hope nobody infers that I expect a player to go around the court neglecting the ball. I am coaching basketball and am well aware what it is that you have to throw through the hoop in order to earn two points.

But I have used this title in order to emphasize a point that we have found extremely valuable in our defensive tactics against the smart, fast-cutting, quick-stopping and generally high class offensive player. Guarding this high class player, who always knows what he is going to do a fraction of a second before his guard can be sure of what it is, requires defensive ability of the first order. Even the best of defensive players, in guarding a smart opponent, cannot always be in a position to see clearly both the ball and the smart opponent. It depends on the ability of the opponent as to how vigilant the defensive player will have to be, but it has been my experience that the defensive player frequently, during the course of a single game, must pay undivided attention to the opponent he is guarding. In the words of the title above, he must "play the man, not the ball" on many and many a play.

Now I know there are theorists who believe that the ideal of basketball can actually be carried out—the ideal of "playing the ball, not the man." But I don't believe that it can be. I do not like to offend an idealist, nor do I like to disillusion him. I really would like to see a game of basketball, as now



**SCREENING FOR RECEIVER OF THE CENTER TAP:** Movie sequence above and diagram to the right show Player No. 4 driving diagonally to run and leap up for the center tap, as his team mate, Player No. 3, screens out Opponent X-6. Player No. 4 so twists as he springs from the floor that he can turn in the desired direction to make a high overhead pass while he is still off the floor. In case the expected opening for this pass has not materialized, No. 4 simply retains possession of the ball as he returns to the floor for either a dribble away or another sort of pass.



legislated, played with undivided attention to the ball and none to the man. It would be something like living through a dream.

Now, when I say "playing the man" I do not mean "mauling the man" or even "contacting the man," in the literal sense. At Pennsylvania our interpretation of "playing the man" is one which, we believe, violates neither the letter nor the spirit of the game.

In the five-man man-for-man type of defense which we play, and which is common throughout the East, each of our five players on defense is the guard of his particular opponent when we lose possession of the ball. At the start of the game, our player takes a good, long identifying look at his particular opponent, and thereafter throughout the game (unless notified to the contrary) he is responsible for guarding that particular opponent. Innumerable situations develop, mostly through screens by the attack, which require switching, but this is only a temporary re-assignment of responsibility. As soon as that particular play has come to a termination (through held ball, out of bounds, shot at basket, etc.) the defensive players involved in the switch, are again responsible for their original opponents.

Now, it is argued in many quarters that this type of defense makes for a pretty rough game of pawing and pushing. It need not become this. Officials who are quick to call a foul whenever the defensive player lays his hands on an opponent as a means of keeping in touch with him, or as a means to anything more violent, can keep the man-for-man game clean and

fast. Lax officials can ruin any basketball game.

It is not my intent here to go into the fundamentals and tactics of individual defensive play. I am content to let my case rest with the assertion that a player on defense, in order to do a thorough job of guarding a good man, must frequently ignore the ball and pay strict attention to the man. One of the most common examples of this is found when an offensive player, closely guarded in his own front court, makes a pass or takes a shot and the defensive player assigned to guard this man, turns his head ever so slightly to see where the ball has gone. That was *just* the turn of the head the passer or shooter was hoping for. It allowed just enough time to permit him to fly free from the defensive player into a position for a return pass or a shot. An offensive player is never so dangerous as he is instantly after he has passed the ball.

The defensive player who has placed himself, in plenty of time, between his particular opponent and the opponents' basket, is not only ideally fixed in regard to his position on the floor, but is perfectly fixed for the ideal defensive mental attitude. I am assuming that he is playing perfect position on the offensive player in relation to whether the offensive player has the ball, or if he has, whether he has a dribble coming to him, and how close he is to the sidelines and the basket, etc. With his defensive physical position perfect, his defensive mental position ought to be perfect. His mind's eye should be seeing at a flash all the possibilities. In effect, this defensive player should be *thinking*.



# GUARDING THE THIN AIR

By W. G. Kline

Mr. Kline, who coached basketball for nineteen years in the South and Mid-west, now conducts The Coaches Institute in New York. He coached basketball at the University of Florida, Hastings College, the University of Nebraska and Nebraska Wesleyan University, his teams winning 267 games out of 301.

THE changing terminology in basketball, and the advent of a system of "territorial guarding," more commonly called "zone defense," has all but eliminated the term "five-man defense" from the basketball lexicon. I am particularly interested in the salvation of this term, for it was given birth by the sports writers in 1914 in describing the system of defense which my team developed at that time\*—the five men retreating to the backcourt upon loss of the ball, and waiting until the offense brought the ball to the defense. The advancing five-man defense was a later development.

There was no need for the five-man defense to advance in the first decade of its existence, because attacking teams in those days invariably and actually attacked. When stalling and freezing the ball did come into the game and threaten its life, we had the defense to go out and get them and make them play. The new rules, with the center line, place all the responsibility on the attacking team, and the defensive team has only to wait if it is willing to. Most of the defenses now are willing to wait, knowing that the ball will come across the center line within ten seconds. However, a few pioneering defenses are going right out at the start to get them before they can organize their attack. These are commendable tactics, especially in the early stages of the game when a team's confidence in its attack can be shaken if the defense is active in both courts. Coaches will do well to have this weapon ready as a surprise at various stages of the game.

Of course, the zone defense is worthless for this sort of thing. In fact, I think it is worthless for most anything except diagramming plays on paper, where it can be made to look effective by the convenient manipulation of the attack. However, I have taken the liberty on this page to show in diagram how it will not function against a team that refuses to pass right into the zone-defense's hands.

The original [Continued on page 24]

\*First appeared in the game between Nebraska Wesleyan and the University of Nebraska at Lincoln, in 1914. Mr. Kline coached the former team.

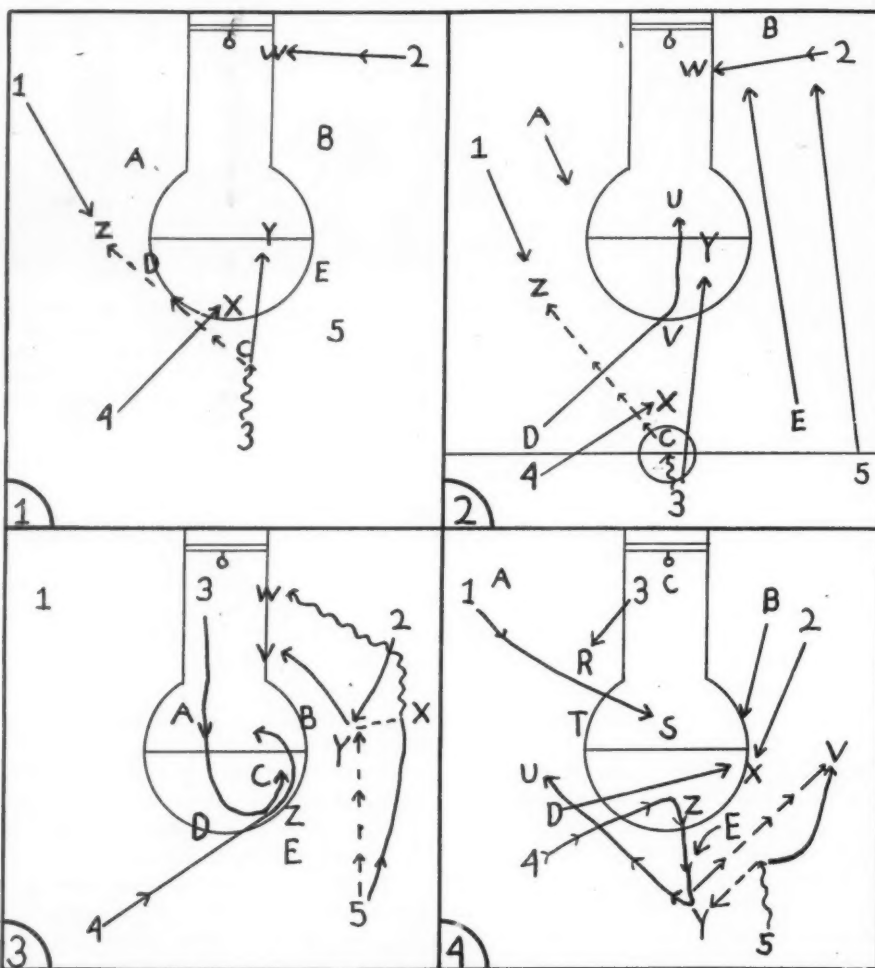


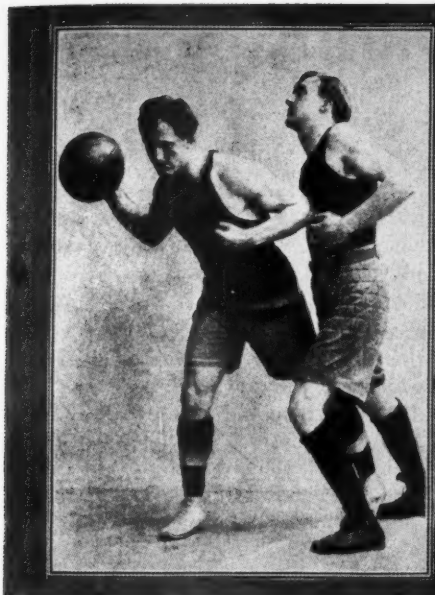
DIAGRAM 1—THE ZONE DEFENSE PENETRATED BY A RAPID PASSING ATTACK: No. 3 dribbles to Defensive C, leaps and throws a high overhead pass to No. 1 at Z. Before the pass is made, No. 4 goes to X. Immediately after passing to No. 1 at Z, No. 3 cuts to Y. C will not be able to cover No. 3 at Y if No. 4's screen at X is effected. Now, No. 1 at Z can make a return pass to No. 3 at Y, or a lob or loop pass to 2 at W. If No. 1 at Z passes to 3 at Y, 3 has the option of dribbling right down the lane for a shot, or, if 3 finds that Defensive B has "flattened in" with the rubber-band action of his team's zone defense, 3 can whip a pass to 2 at W or thereabouts. With three offensive men against two zone defenders, it is comparatively easy to manipulate the ball into shooting position.

DIAGRAM 2—Let it be assumed that the attack has succeeded in keeping possession of the ball up to the center line, despite the efforts of Defensive Players, C, D and E to break it up in the back court. C, D and E have had to retreat with the advancing ball. No. 3 completes a dribble by whipping a hook or overhead or bounce pass to No. 1 at Z, then cutting to Y as No. 4 screens at X. D runs to V to cover No. 4 at X. When No. 3 comes past C on the way to Y, D at V simply swaps with C, telling C to take 4 at X. D stays in position on 3 at Y by retreating to U. No. 2, with B playing good position on him, cannot move with the freedom and choice he could in moving against a zone defense. No. 5 could run down to screen for 2, who might be able to break at just the right time to receive a pass cutting under the basket. But as 5 runs down to screen for 2, Defensive Player E will be in good position on the inside, and if the screen is effected, B and E will merely swap.

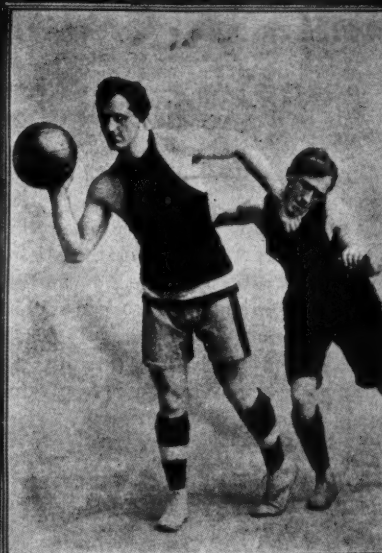
DIAGRAM 3—This shows the inadequacy of the zone defense against the three-deep offense, with the two guards, Nos. 4 and 5, bringing the ball down against the front of the rubber-band and pulling it over to the right as No. 5 passes to No. 2 at Y, then cuts down the alley to receive a return pass at X, and dribbles on around to W. No. 4 goes to Z before No. 5 passes to No. 2, and when No. 5 starts to dribble from X, No. 4 goes behind C as No. 3 comes around in front of C and finds open area either at V or if Y has gone to V, at the area vacated by Y. A zone defense will find this weaving, circling attack, beyond its rubber-band elasticity.

DIAGRAM 4—Here the five-man defense is seen functioning against the three-deep offense, with No. 5 dribbling down until forced to a stop by E. No. 4, starting to criss-cross fakes receiving a pass at Z which No. 5 fakes to give him, but 4 reverses to Y where he actually receives a back pass from No. 5, and return passes to 5 at V as 2 comes to X to screen off E. No. 4 breaks fast to U. D will have to keep his defensive wits about him. He, no doubt, will cover 5 at V and signal for E to cover 4. E can cover 4 at U by sprinting to T. No. 1 cuts out to receive a pass at S from 5 at V. 3 drives to R before 1 starts for S, delaying A at R. C will leave position on 3 and cover 1 at S, signalling A to take 3 at R. 1 at S will get a shot, perhaps, but it can be made difficult for him.





**THE DIRTY VILLAIN DELIVERS A DIRTY DIG TO HORACE, OUR HERO.** "Illustrates the use of the elbow to temporarily disable an opponent. The man in front is dribbling; the man in the rear, while attempting to cover as best he can, comes within range and is the recipient of an elbow in the solar-plexus."



**HORACE, OUR HERO, GETTING IT IN THE NECK.** "Illustrates practically the same thing, and would seem to indicate that the one-handed dribble, in spite of all that is claimed for it, offered quite a few opportunities for flagrant violations. The arm and elbow figure in many other dirty plays, which require a sharp-eyed official to detect."



**McGILLICUDY TAKES OUT SWEENEY ON AN END RUN.** "Illustrates a false conception of the 'block.' The player with the ball is trying to get away, and while it would be good team work on the part of his team mate to interpose himself between the man with the ball and his opponent, yet, by using his elbow and hip he does not use a legal block."

**T**HOSE WERE THE DAYS! The rummaging instinct got the better of us again the other day, so, with deference to the season, we dug into the basketball archives and found much to delight our ageing eyes. Some of the treasure we are reproducing herewith, to remind you young fellas that basketball Has a Past, and you old fellas that you were lucky to have come out of it alive.

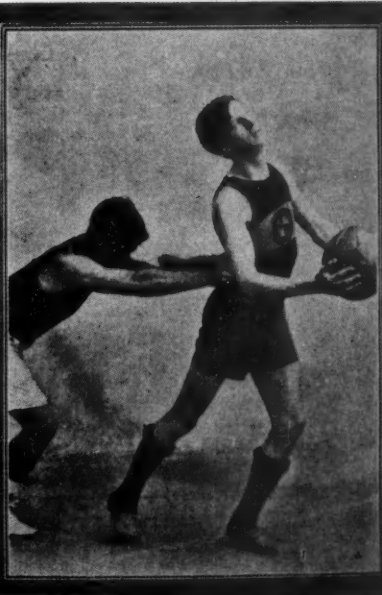
These particular photographs are reproduced from one of the

numerous rule books of the 1906-07 season. Old Timers will recall that basketball had a hectic adolescence, and no season was considered complete without some group, dissatisfied with the status of the aerial dribble or something, going off to form an association to Save Basketball for Democracy. In fact some very Young Timers will recall that only a season ago Civil War again threatened to Divide All Courts Into Three Parts, or whatever it was.

**RIGHT HOOK TO THE JAW, SHOWING THE JAPANESE INFLUENCE IN BASKETBALL AT THIS TIME.** "Illustrates a device frequently resorted to by a big man in stopping the progress, and sometimes the breathing, of a smaller opponent. This illustration speaks for itself. Combining rough play with holding and tactics calculated to disable an opponent."

**OUT FOUL FIEND, NEVER DARKEN OUR FLOOR AGAIN.** "Illustrates a situation that sometimes affords considerable amusement to everybody but the anxious wearer of the jersey. Don't let the amusement interfere with the fact that this is holding, and that the unceremonious disrobing is very embarrassing and delays the game."

**GIT ALONG LITTLE DOGIE, GIT ALONG.** "Illustrates a player catching the ball on or near the boundary line, while his opponent, who has no hope of obtaining possession of the ball, deliberately fouls him by a violent push. The offender, without a doubt, is the man who does the pushing."





# COLUMBIA SPINNERS IN CALIFORNIA

By Stanley Woodward

**A**FTER the din and shouting of Columbia's 7 to 0 victory over Stanford in the Rose Bowl Game had died down, after the smoke of battle had cleared away, the football experts throughout the country could be seen and heard discussing the merits of the play on which Columbia scored its touchdown, and the build-up

that made the success of this play possible.

There is some difference of opinion as to whether the scoring play itself was the masterwork of a football genius, requiring an approximate genius of a quarterback to call it at the right time, or whether it was just one of those crazy plays, which produce the goods once in a lifetime.

Perhaps the play is best classified by Lou Little himself. The Columbia coach said: "It is the only unsound play in our repertory."

A glance at the accompanying Diagram 1 will convince the reader that the play is certainly nothing around which to build a system. Only one back does any blocking and even he disregards the important defensive right end. The fact is, the important defensive right end is supposed to be fooled, and not blocked, according to this play. And that is just what happened to him at Pasadena. Why? Because of the build-up, consisting of three other spinner plays, all looking somewhat alike, which the Columbia quarterback, Cliff Montgomery, had been calling throughout the first quarter. The "unsound" scoring play came early in the second quarter.

The scoring play was a sheer, bold stroke, which has been called luck, and has been called a stroke of genius. At least, all will admit that it required a spunky, heads-up quarterback to call it when he did.

The play goes down as "the play of the year," no doubt about it. But what about the plays that made it possible—the build-up? The three plays of the build-up—called check plays—are shown in Diagrams 2, 3 and 4.

Two of these (Diagrams 2 and 3) are designed to force the defensive right end to commit himself. If he goes for Barabas (No. 3), the reverse play may be effective, and if he doesn't, he is committing a serious *faux pas*, as Stanford will testify.

The play that put the ball on the Stanford 17-yard line, from where the scoring play was started, was a forward pass, Montgomery to Matal, a pass of about 30 yards in length. The ball was on the Stanford 41-yard line when the Columbia center snapped it back to Montgomery, who faded back to his right and tossed a bee-line pass (despite the muddy ball) to Matal, Columbia right end, who, after running straight ahead, suddenly cut out to his right, eluding Grayson of Stanford. Grayson had to make a choice between covering Matal and covering Brominski (No. 1). Brominski, also, started right toward Grayson, then cut to the left. Grayson had his hands full, so to speak, and while he did make the proper choice and covered the real receiver, he was only in time to tackle him, and not to bat down or intercept the pass.



DIAGRAM 1—THE SCORING PLAY

Center snaps ball to Montgomery (No. 4) who half-spins and hands the ball to Barabas (No. 3) at X. Barabas runs all alone around left end, concealing the ball on the far side of his body. Montgomery continues his half spin into a full spin and fakes to Brominski (No. 1) who runs off left tackle. Montgomery then completes his second spin and runs into the line. Stanford's right end thought Barabas was faking. The Stanford right tackle thought Brominski had the ball and tackled him. The Stanford backs made false starts and were bumped by Nevel (No. 2) and Dzamba (A), the running guard.

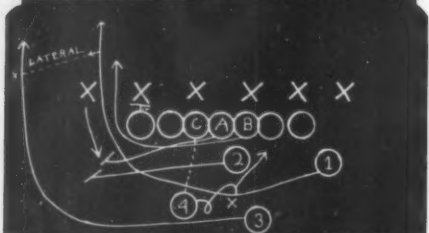


DIAGRAM 2—SHORT-SIDE REVERSE

This is one of the checks for the scoring play. It differs in appearance very little from it. In this case, however, Montgomery (No. 4) fakes to Barabas (No. 3) instead of handing Barabas the ball. Barabas goes through the pretense of concealing the ball. The ball is given to Brominski (No. 1) who goes off tackle led by Jackel (B). Dzamba (A) and Nevel (No. 2) take the end who is decoyed by Barabas.

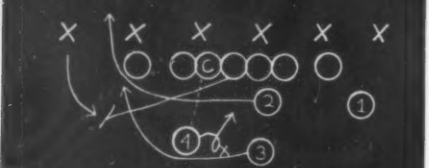


DIAGRAM 3—BARABAS INSIDE

This play and the next (Diagram 4) start like the preceding plays, and strengthen the build-up for the scoring play. Barabas, No. 3, takes the ball from Montgomery (No. 4) and goes in or outside tackle, depending on the defense.

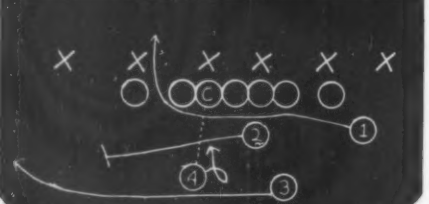


DIAGRAM 4—MONTGOMERY SPINNER

Here, instead of Barabas (No. 3) taking the ball, he fakes acceptance from Montgomery, while Montgomery spins back into the line, carrying the ball.

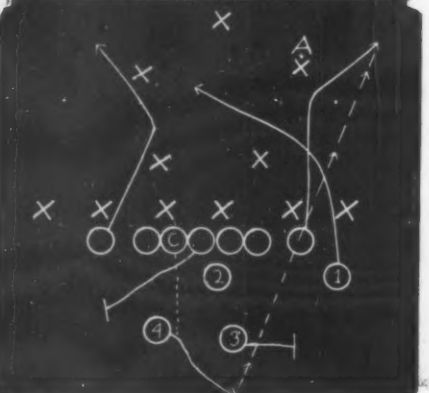


DIAGRAM 5—MONTGOMERY TO MATAL

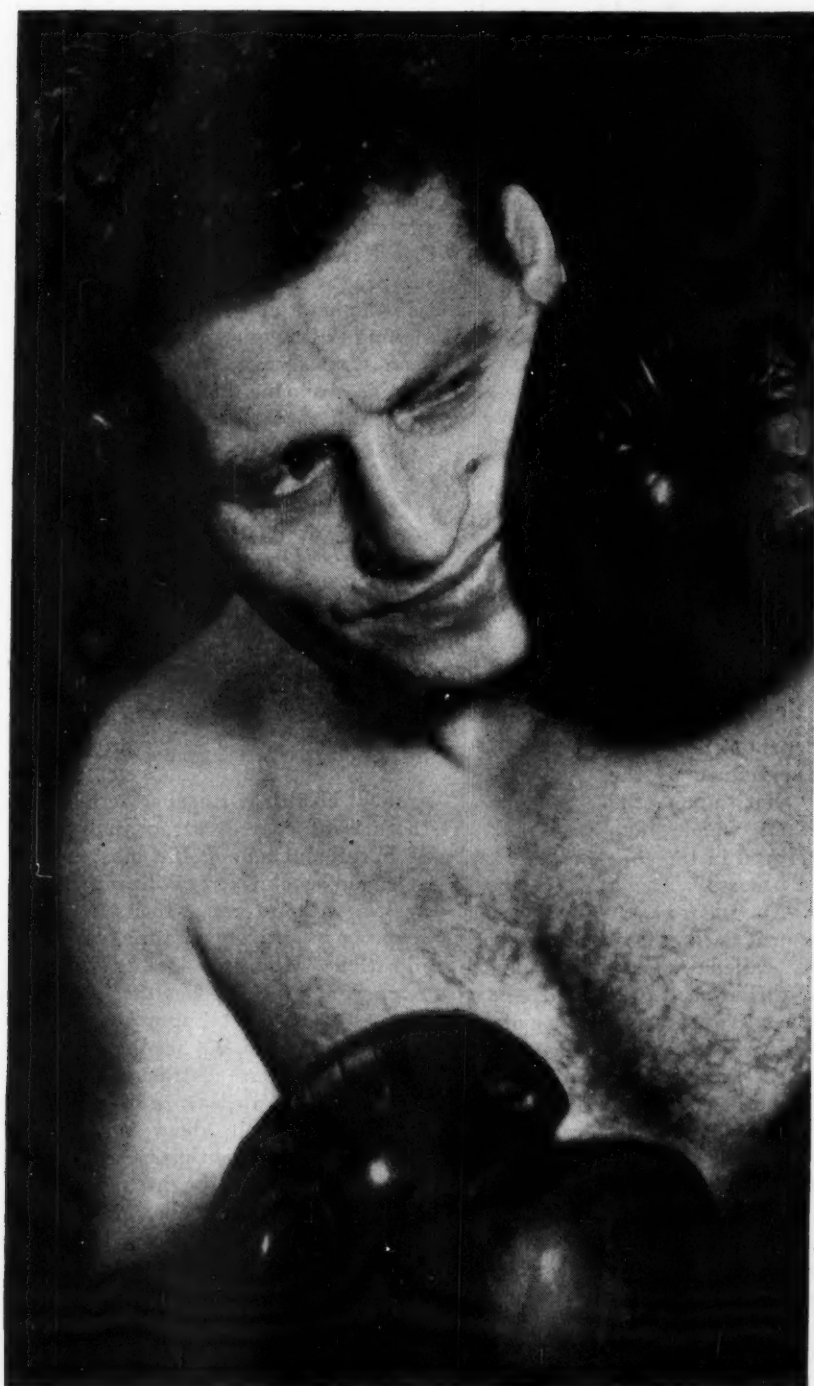
This is the play that put Columbia in position to score on Stanford. Matal, Columbia right end, got clear of Grayson of Stanford (A) by cutting outward, while Brominski (No. 1) cut in. Montgomery took the pass from center, faded backward and to his right. Matal started straight in order to keep Grayson guessing, and then sprinted sharply outward. Montgomery, from the Stanford 47-yard line, threw a perfect pass to Matal on the Stanford 17-yard line, where he was downed. The next play was the scoring play.



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# HIGH SCHOOL STUDENTS FULL OF LIFE

By Thomas D. Wood, M. D.

**Most students entering high school are far below grade in health education**

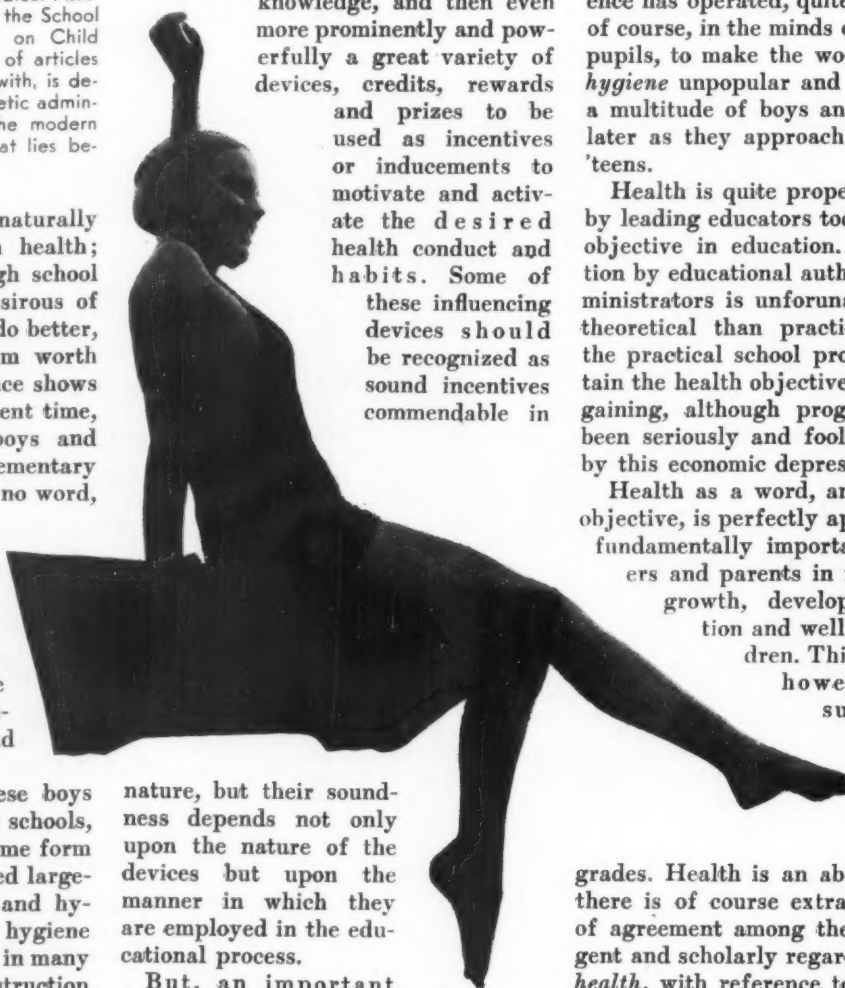
Dr. Wood is an outstanding national leader in the field of health education. He has been at Columbia University and Teachers College since 1903. In his first year out of medical school, 1891, he was a member of the first Stanford University faculty. Now Professor Emeritus of Health Education at Teachers College, Dr. Wood serves in many an advisory and active capacity. He is chairman of the Joint Committee on Health Problems and Education of the National Education Association, and the American Medical Association; headed the Committee on the School Child, White House Conference on Child Health and Protection. His series of articles for Scholastic Coach, starting herewith, is designed to give the high school athletic administrator and coach a picture of the modern scene in health education and what lies beyond the horizon.

**B**OYS and girls are not naturally interested in their own health; least of all, those of high school age. They are, of course, desirous of being able to do well, and to do better, the things that seem to them worth doing. Broadly spread evidence shows conclusively that, at the present time, to the great majority of boys and girls, as they finish the elementary grades and enter high school, no word, or subject, or course, is more unpleasant and distasteful to them in suggestion or implication than hygiene, or other word or title which suggests this same idea. The reasons for this state or attitude of mind and emotion vary with individuals and situations.

The great majority of these boys and girls, while in elementary schools, have had health teaching in some form or other. Perhaps this consisted largely of courses in physiology and hygiene with the use of health or hygiene textbooks. Formerly, and still in many elementary schools, this instruction consisted largely of acquiring factual knowledge relating to human anatomy, physiology, and hygiene. Some of this information for some pupils was understood, and functioned helpfully at the time or in later life. For a multitude of these boys and girls, however, much or most of the health instruction was not really understood; it was not suitably adapted to age or interest, and it accomplished little if any constructive, helpful influence upon the health attitudes, habits and behavior at the time or later.

Now, another kind of health teaching, frequently called "teaching health habits" has come much into vogue within recent years, has gained favor

with many teachers and school administrators, and has appeared more successful than informational instruction in enlisting the interest of pupils and in modifying favorably, for a time at least, the health conduct and habits of many of these pupils. "Teaching health habits" has involved in varying degrees a certain amount of health knowledge, and then even more prominently and powerfully a great variety of devices, credits, rewards and prizes to be used as incentives or inducements to motivate and activate the desired health conduct and habits. Some of these influencing devices should be recognized as sound incentives commendable in



nature, but their soundness depends not only upon the nature of the devices but upon the manner in which they are employed in the educational process.

But, an important number or class of these devices, more properly called inducements, operate more as bribes than as sound educational incentives to performance of desired forms of health behavior. In such cases the results are often temporary, and backsliding is frequent. A few years ago, a sixth grade pupil, undernourished and of deficient vitality, was taken to an eminent child specialist for medical advice and treatment. In his study of the case, the physician asked the patient whether she had learned and practiced certain health habits. "Oh, yes," said this sophisticated young Miss with some disdain, "I took all the first prizes for those." It was evident that this pupil

approaching the high school age had been bribed by artificial inducements to some temporary practice of health habits from whose performance, however, she had become emancipated when fictitious rewards were discontinued.

In both types of health instruction mentioned above, one factor or influence has operated, quite unconsciously of course, in the minds of teachers and pupils, to make the words *health* and *hygiene* unpopular and distasteful for a multitude of boys and girls a little later as they approach and enter the 'teens.

Health is quite properly recognized by leading educators today as the first objective in education. This recognition by educational authorities and administrators is unfortunately far more theoretical than practical. However, the practical school procedures to attain the health objective are gradually gaining, although progress here has been seriously and foolishly retarded by this economic depression.

Health as a word, an idea, and an objective, is perfectly appropriate and fundamentally important for teachers and parents in relation to the growth, development, education and well-being of children. This word *health*,

however, has no suitable place in the vocabulary of children through the elementary

grades. Health is an abstraction, and there is of course extraordinary lack of agreement among the most intelligent and scholarly regarding the word *health*, with reference to its meaning, scope, content, connotations and implications. Hygiene, dealing with the science and art of health, is fundamentally the most important but the least exact of all the applied sciences.

*Health* as an abstract word may appropriately appear in the vocabulary of children about the age of twelve, since the authorities advise us that children may begin to get some understanding of the abstract at about the mental age of twelve. It is true that boys and girls up through the early years of childhood gain some idea of the meaning and importance of clean hands, recommended foods, a gain in weight, brushing the teeth, and other concrete [Continued on page 22]



# **KEEP THEM** *on their* *toes*

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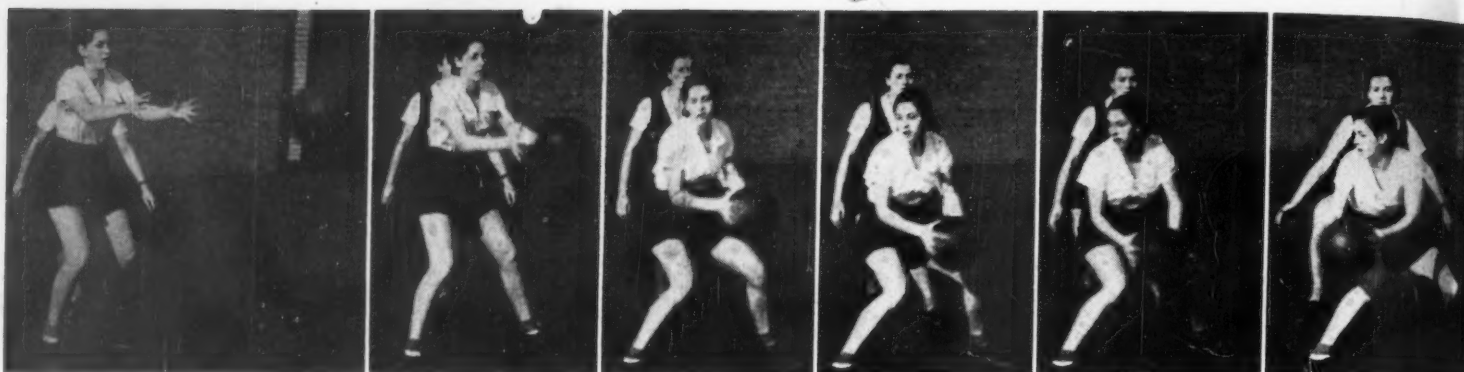


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CONDITION**







## GIRLS' BASKETBALL FUNDAMENTALS

IN the January issue of *Scholastic Coach* the correct and incorrect methods of pivoting by a ball holder facing her guard were illustrated and explained. In continuation of possible pivot uses, we want, this month, to show the pivot in action with the ball holder with her back to the guard.

Players in every division of the court, and particularly forwards, frequently find themselves in possession of the ball with their back to the basket, and, consequently to the defensive player (assuming that the latter is playing her part properly).

The moving-picture sequence above (Sequence No. 6) gives a clear illustration of just this sort of situation, combining the use of a feint with the pivot and bounce.

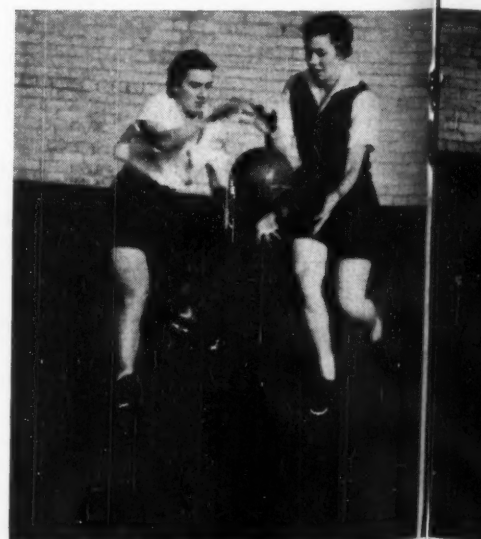
The girl in possession of the ball, aware of the proximity of the defensive player, feints quickly to her own right in order to draw the guard out of position to clear the way for a bounce past her on the other side. Observe the extent to which the ball holder's legs are bent at the knees. Also observe the placement of the feet which are well spread to allow a stronger foundation for quick control of all the large muscles involved in the movement. The crouch in pivoting contributes greatly to the speed with which the various movements are carried out. The faster the feint, for instance, the more effective it is likely to be. And if the feint has succeeded in drawing the guard over, the faster the subsequent front pivot and bounce away, the better chance the ball carrier will have of carrying the play through to a score, or, at least, to a stage nearer a score.

LEFT, SEQUENCE NO. 7: GUARD GAINING CLEAR AND LEGAL POSSESSION OF THE BALL, FROM FORWARD'S BOUNCE. THE BALL, NOW IN THE POSSESSION OF THE GUARD, MAY NOT BE TOUCHED BY THE FORWARD.

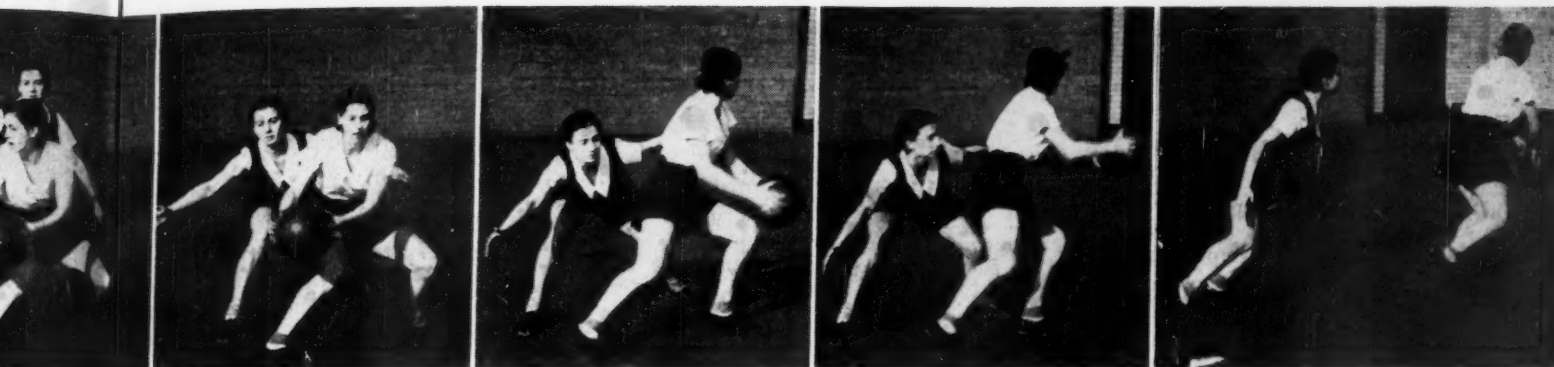
The front pivot here shown is not the only type of pivot that the ball holder could use in this particular situation, but it is the recommended type. She could use the reverse pivot, and this frequently happens, with the result that personal contact ensues. The ball holder ought not to use the reverse pivot with the guard in such close proximity. I believe it is no exaggeration to say that half the personal fouls in girls basketball are called for charging (Rule 4, Div. F, Sec. 2-b), and much of this charging comes when ball carriers use the wrong kind of pivot in just such situations as this.

Because of the fact that a player once in clear possession of the ball need have no fear of its being taken away from her or even touched for a tie ball, there is no occasion in girls basketball for the ball carrier to go charging her way into a guard. It is up to the girl with the ball to make proper use of pivots, bounces and feints in order to avoid contact.

SEQUENCE NO. 8: BALL, WHILE IN THE AIR, SIMULTANEOUSLY. IT BECOMES A TIE BALL, BETWEEN THE CONTENDING PLAYERS.







SEQUENCE NO. 6: FEINT FOLLOWED BY FRONT PIVOT TO CLEAR GUARD

## MENTALS

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A high bounce is more easily intercepted than a low bounce, but all too seldom do we find the realization of this simple fact carried out in actual practise. Many girls even have the habit of giving the ball a slight toss in the air in order to get their bounce under way. This is usually the equivalent of handing the ball to the guard on a tray. This tossing of the ball at the start of the bounce is probably due to the old ruling which required a bounce to go at least knee high to be legal. The rule is not in the book this year, so girls may now keep the bounce as close to the ground as they like. However, in view of the fact that a girl is limited to one bounce, it is recommended that the bounce, if it is to be of any appreciable use as a ground-gainer, be started from about waist-high. This seems to be about the best mean between the extreme of the bounce that is started head-high and the bounce that is started knee-high.

It is a common occurrence in games

to see a girl allow her opponent take a bounce absolutely uninterrupted, and then start to guard her after she has caught her own bounce, when the guard might very well have intercepted the bounce. Legal interception of a bounce is in perfectly good order, and ought to be attempted. Sequence No. 7 shows the defensive player (in white) intercepting a bounce and securing possession of it. This turning of the tables places the girl in black in the position of not being allowed to touch the ball now.

In a play of this kind (Sequence No. 7) the player doing the intercepting must be careful not to allow her body to get between the ball and the opponent, because a foul usually results for obstructing (Rule 4, Div. F, Sec. 2-a). The photographs in Sequence No. 7 show how the interception can be made without violating this rule.

If a player is not successful in gaining complete possession of the ball by grasping it before her opponent, she may be able to grasp it simultaneously with her opponent, thereby causing a tie ball (Sequence No. 8). This is, of course, far better than allowing the opponent to gain complete control and possession of the ball. If one player places her hands on the ball after the other has clearly secured it no foul will be called on the interfering player if she immediately withdraws her hands, as stated before. All players should be apprised on this distinction, in order to prevent unnecessary slowing-up of the game.

Guarding in girls basketball so often takes the form of pure defensive playing. Guarding ought to be more than defense. Many players on defense seem willing to wait until the opponent has secured the ball, before becoming real active in guarding. Players on defense should not adopt this waiting attitude and technique. They should go in with the idea of getting

the ball, and even if in their eagerness they should put their hands on the ball after it has been secured by an opponent, the rules allow the second player to withdraw her hands without being subject to penalty.

This point is illustrated in Sequence No. 9. The girl in black had secured unmistakable possession of the ball before the girl in white, a fraction of a second late, reached for it and touched it. However, inasmuch as the second girl withdraws her hands immediately, she is not penalized.

SEQUENCE NO. 9: BALL IN POSSESSION OF FORWARD; GUARD INADVERTENTLY CONTACTS THE BALL, BUT WITHDRAWS HER HANDS AT ONCE. NO FOUL.



LE IN THE AIR, SEIZED BY FORWARD AND GUARD  
ES A TIE BALL, TO BE TOSSED UP BY THE REFEREE  
LAYERS.





# THE DIET FOR THE ATHLETE—WATER

By Peter V. Karpovich, M. D.

**W**ater is the most important. One can live without any food for weeks, but without water death will result in a few days. Dogs have been kept alive without food even for 117 days and survived. Other dogs without water died within two weeks. During a complete starvation as much as 40% of the total weight of the body may be lost without leading to death, yet if only 20% of the water content of the body is lost death will follow.

## Function of water

We are accustomed to think of our bodies as made of the solid substances. It is an erroneous conception. Water constitutes over 70% of the body weight and therefore it is more correct to think that the human body is made of a jelly-like substance. The enormous amount of water present in the living cells is very important. Water keeps all the necessary chemicals in solution and insures the possibility of reactions between them. Without water even very active elements may become inactive.

It is a well-known fact that dry iron does not rust in spite of the presence of oxygen, whereas a mere dampness will produce a rapid reaction between these two elements. All cells in the organism are bathed in the lymph, 95% of which is made of water. The presence of lymph enables the cells to get nutritive supplies brought by the blood and discharged into the lymph and also to dispose of the waste products that are formed by them. The significance of water for the composition of the blood is obvious, since it insures perfect fluidity of the blood. Besides playing a great part in the transportation of the nutritive and waste products, water is also indispensable in the processes of digestion and regulation of temperature. It represents the medium for all the digestive enzymes of the organism.

In order to appreciate the significance of water in digestion, one need only glance at the table below which shows the amount of the various digestive juices used in 24 hours:

Saliva .....1.5 quarts  
Gastric juice.....2 to 3 quarts

Bile ..... 2 pints  
Pancreatic juice ..... 2 to 3 pints  
Intestinal juice.....3 quarts  
The grand total varies between 7.5 and 8.75 quarts.

Of course water used in these juices is reabsorbed and used over and over, so there is no needless waste. The main function of the large intestines is to salvage this water. Only about a tumblerful of water is lost with the feces.

Water represents an ideal substance for the regulation of heat. It has the second highest specific heat known; the latent heat of vaporization is the highest and the latent heat of cooling is second to that of ammonia. Heat conduction of water is the greatest known for any liquid. All this shows that

water resists changes of temperature better than any other fluid.

The constant temperature of the body is regulated in the following manner. Heat is carried by the blood from warmer places to cooler. If too much heat is produced, then sweat glands begin to function. The sweat secreted by the glands of the skin absorbs some heat for its evaporation and produces a cooling effect. On a close day when humidity is high, sweating does not bring any relief, because evaporation is either too slow or stops entirely. We can remedy this by increasing evaporation through artificial means as, for instance, electric fans, etc. The amount of water lost through evaporation depends on the size of the subject, amount of cutaneous fat, occupation, air temperature, and humidity. About three pints are lost daily through insensible perspiration even if we are at rest. In the case of strenuous marching on a hot summer day 3 to 4 quarts may be lost. During a football or basketball game the same amount may be lost in a shorter time.

Since the expired air is saturated with water-vapor, it means that a cer-

tain amount of water is lost by the organism through respiration. The average amount of water lost in this manner is about one pint daily, though it may increase considerably with excessive breathing.

About three pints of water are lost daily with urine. This varies with the quantity of water taken and degree of sweating. The more one drinks the more urine is produced; the more a person sweats the less urine is eliminated.

*The total amount of water lost daily.*

|                   |                   |
|-------------------|-------------------|
| Respiration ..... | 1 pint            |
| Urination .....   | 3 pints           |
| Sweating .....    | 3-8 pints         |
| Feces .....       | .5 pint           |
| Total .....       | 7.5 to 12.5 pints |

The amount of lost water should be replenished, otherwise serious disturbances will follow.

*Effect of lack of water in the diet.* Abstinence from water is practiced among wrestlers and boxers for the purpose of reducing weight in order to remain in or enter a lighter class. If it is a matter of just a pound or two it will not cause any harm, but when an athlete attempts to lose four or more pounds in a short time he may be sorry afterwards.

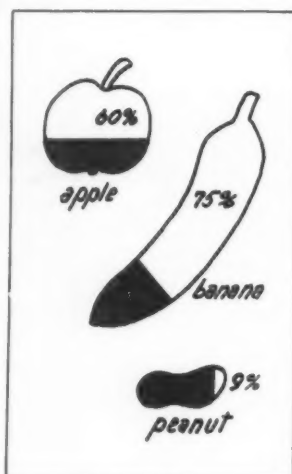
The writer remembers several fine wrestlers who lost stamina and endurance after such reduction in weight.

In a wrestling match, for instance, an athlete may lose several pounds of water, in which case the lack of reserve water may become critical. A normal athlete usually restores his lost weight within 48 hours after a contest, but an athlete who practices a drastic drying up may not restore it for a long time. Among jock-

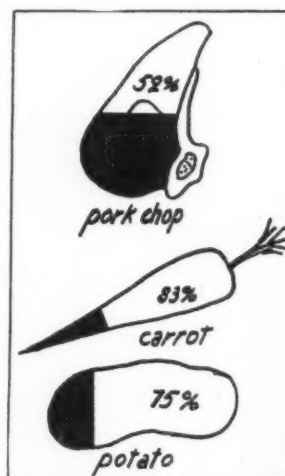
eys weight reduction leads to different and far more serious results, because with them it is accomplished by a diet of starvation and this often brings on consumption.

## Two types of thirst

Ordinarily the intake of water is controlled by a feeling of thirst. We



White shows water content.

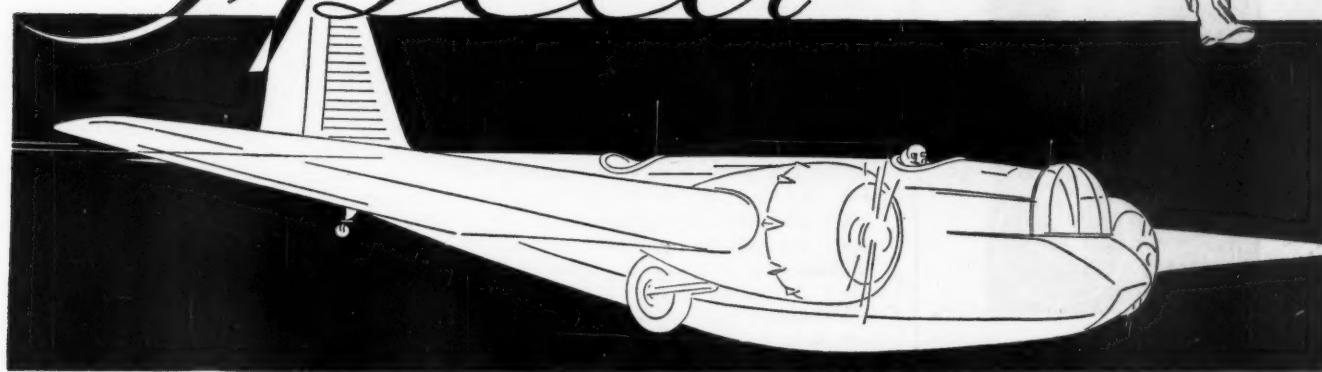


White shows water content.



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have to distinguish two types of thirst. One is caused by the dryness of the mouth. It may be a result of nervousness only, or of mouth breathing, and may be called local thirst. Anyone knows how a speaker may lose his voice because his mouth suddenly becomes dry. In this case "stage fright" can inhibit the functioning of the salivary glands. To restore the voice only a mouthful of water is needed. This can also be done by a mere rinsing of the mouth if it is convenient to do so.

The other type of thirst, or general thirst, is due to lack of water in tissues of the body. Although the subjective sensations are the same, it cannot be satisfied by the mouth rinsing.

In any game we usually have a combination of both kinds of thirst. Due to an excessive mouth breathing, the mouth becomes dry and is covered with a sticky saliva. It is a good idea to rinse the mouth first and then proceed with drinking. If rinsing is not possible then a sucking of some citrous fruit, preferably an orange, will achieve the same purpose. The acid of the fruit juice will stimulate the salivary glands, the mouth will become moist and the sensation of thirst less. If one follows this suggestion he will find that it will require less water for a complete satisfaction.

A full appreciation of the significance of water can hardly be gained without an experience of a complete deprivation of water. A striking account of the suffering of a troop of cavalry lost for three and a half days in a desert of Texas is given by Dr. J. H. King. Their mouths became so dry that when they took brown sugar it would not dissolve. The men suffered from delirium; constant visual illusions of lakes and running water were unbearable. Those men who survived did so by drinking the blood of the horses and their own urine.

*Effect of excessive drinking of water.* Excessive drinking just before an exercise may interfere with respiration, because a distended stomach will offer more resistance to the downward movement of the diaphragm. Only a small quantity of water is absorbed from the stomach, the remainder going into the intestines and becoming absorbed there. Blood becomes temporarily diluted, but this condition is rapidly remedied because excess water leaves the blood stream and accumulates in the tissues of the extremities. This can be verified by weighing the legs for instance before and thirty minutes after copious drinking. This accumulation is responsible for a sensation of stiffness of the legs and arms.

*How is water taken in?* Consumption of water refers not only to drinking of water as is commonly supposed. We consume water not only as a beverage or a soup, but also in the solid foods which contain a large percentage of water. The following gives an idea of water content in some common foodstuffs:

Water content over 90%—Cucumbers, lettuce, celery, tomatoes, watermelon, radishes.

Water content over 80%—Spinach, peaches, beets, oysters, oranges, canned peas, apples, boiled oatmeal, haddock, clams.

Water content over 70%—Cod fish, canned lima beans, cooked macaroni, potatoes, bananas, plums, boiled eggs, boiled rice, liver.

*How much water should an athlete drink?* In addition to the water introduced in solid foodstuffs, about six glasses of water daily will be enough. This can be distributed in the following manner: one glass in the morning, one glass with each of the three meals and one glass after training exercises.

If sweating during a workout or a competition was excessive, then an additional amount of water should be taken. Drinking, however, should be done slowly, with a preliminary mouth rinsing. It is a good idea on these occasions to drink a lemonade made of fresh fruits. Soda water cannot be regarded as a substitute for a fruit lemonade.

*Drinking during the meals.* Since soup is not a constant feature of the American meal, water should be drunk with the meals and it will promote digestion and absorption. Of course the amount should be moderate. It is a good thing to drink some water before a meal. Washing down the food with water is objectionable especially in the case of starchy food, since it interferes with the mixing of saliva and food. Drinking ice water during a meal does not interfere with digestion in the stomach, unless it is taken in large quantities, where it may lower the temperature of the stomach content to such degree that digestion will be hindered.

*Drinking during a game.* Drinking during time off should be done sparingly. In indoor contests a slice of lemon or orange should be used and followed by a few mouthfuls of water if one is very thirsty. Between the halves of the game more water can be used. It is important to know how to drink. A tumblerful of water taken slowly and after a thorough mouthwashing will give more relief from thirst than three glasses if drunk fast. Water used for drinking should not be very cold, because it will produce an immediate sweating and water will be wasted. If a player has remained in the game a long time and is going in again and he has already lost plenty of water through sweating, then it is advisable to drink water with an addition of table salt. (About one level teaspoonful to one quart of water.) The value of this was discussed in the December SCHOLASTIC COACH. Distilled water for drinking purposes, advertised in some cities, should never be used by an athlete; it will act like a poison, robbing his organism of important minerals.

It seems obvious that water used for drinking should be clean; yet this rule is so often disregarded. It is strange to note the kind of water used by athletic teams representing some educational institutions. You often see a common pail with a common dipper used by every player. Frequently a sponge is dipped in the same water, then sweat is wiped from the brow of the player with it. Occasionally this sponge is thrown on the ground and eventually finds its way into the pail. On certain occasions I examined the water in those pails and could never understand how intelligent people could use it when paper cups are so cheap.



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 \*PRINCETON 20 — COLUMBIA 0  
 Princeton 6 — Wash.-Lee 0  
 \*PRINCETON 33 — BROWN 0  
 \*PRINCETON 7 — DARTMOUTH 0  
 \*PRINCETON 6 — NAVY 0  
 Princeton 26 — Rutgers 6  
 \*PRINCETON 27 — YALE 2  
 \*Major Games



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 Michigan 40 — Cornell 0  
 \*MICHIGAN 13 — OHIO STATE 0  
 \*MICHIGAN 28 — CHICAGO 0  
 \*MICHIGAN 7 — ILLINOIS 6  
 \*MICHIGAN 10 — IOWA 6  
 \*MICHIGAN 13 — N'THWESTERN 0  
 \*MICHIGAN 0 — MINNESOTA 0  
 \*Big Ten Conference Games



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## Full of Life

(Continued from page 14)

objectives and activities as having some vague relationship to health, but there is convincing ground for belief that the use of the word *health* in the vocabulary, nomenclature, and literature of these children hinders rather than helps the program of health education.

Another weakness in the health education program in the elementary schools has been the over-emphasis upon personal hygiene or health in the effort to improve knowledge, attitudes and conduct with reference to the health of the individual self. The attempt to develop personal health consciousness in these young children is a mistake mentally, emotionally, and physiologically. On the other hand, the social motive in health education in most schools has been much neglected and under-emphasized. Children, even young children and healthy children, are quite naturally and wholesomely interested in the welfare of others, companions, parents, teachers and neighbors. If wholesomely motivated to socially helpful efforts to improve the lives of others around them, they may quite unconsciously be influenced to improved personal behavior relative to their own physical, mental, social and character health, far more successfully than by the direct attempt to instruct them too personally for their own health.

Keeping in mind, then, that (a) healthy children are not naturally interested in health, particularly their own health, although the schools have made strenuous efforts to arouse and exploit this interest, (b) the academic form of health instruction in physiology and hygiene through the past years has resulted very frequently more in vagueness of comprehension or misunderstanding, temporary memorizing of useless knowledge, general boredom, and negative influence upon behavior than in improvement of health conduct and health itself, (c) while the more recent campaign (drive) for teaching health habits has been more practical and effective in improving health conduct at least temporarily, still the word *health* has been seriously over-used; some of the devices or inducements to motivate better health habits have been of questionable character and doubtful value with reference to permanent results, as evidenced by impartial observation and testimony. These conditions, then, briefly described, explain in part why the idea or suggestion of a course in hygiene or health is so often unattractive or repellent to students when they reach high school.

Is continued health education needed or essential for these boys and girls? Let the actual facts and conditions furnish the supporting reasons. Through a period of a dozen years, 75 to 90 percent of several hundred advanced professional students of secondary education have testified, on the basis of their experience and impressions as high school students themselves, or as teachers, supervisors or principals of

high schools, that not more than 10 to 20 percent of the boys and girls, on entering high school after graduating from the elementary school, have at that time acquired and are practicing on the average 75% of the recognized health habits, all of which they should be carrying out in their life experiences at that time. This, then, is one bit of evidence to show that they are retarded.

Actual unfavorable health conditions among high school students reveal serious need of remedy. These are shown in temporary health disturbances and illnesses which are to a large extent preventable, in the existence of health defects more or less chronic in character, many of which should have been corrected partially or completely before they reached high school age, and in the high percentage of failure to establish forms of conduct conducive to health.

High school students, of course, are not able to prevent or control all of these conditions themselves, however well educated and behaved they may be in relation to health. It is true, however, that the desirable knowledge, attitudes and habits of youth are not only highly advantageous but absolutely indispensable to complete the composite of influences and procedures necessary for conservation and improvement of health, and prevention and control of disease in these boys and girls, and in others influenced by their lives and conduct.

Statistics of health conditions of high schools and high school students for the nation as a whole are unfortunately not available, but surveys have been made of enough high schools, widely distributed, to furnish figures at once illuminating and challenging.

The mortality among high school students is relatively low, but morbidity shown in some forms of indisposition and illness is much higher than it should be. One third of high school absences are due to colds and their sequelae, or the conditions that follow and result from them. While the way to prevent colds has not yet been discovered, it has been proven that sensible modes of living and intelligent co-operative effort in schools and homes may materially reduce the number and severity of colds and other more serious diseases which so often follow colds.

One city reported that after a five-year program of health education in high schools, of pupils, teachers and parents, for cold prevention, "only new families ever sent children to school with colds."

One third of the absences are due to digestive disorders, and these of course are largely due to lack of hygienic habits in the selection and use of foods. Many of the remaining absences are caused by accidental injuries. Most of these obviously are entirely avoidable if students are properly trained in the actual knowledge and skill of accident prevention.

With reference to health defects, some surveys reveal the average health status of high school graduates to be lower than that of elementary school pupils. Some studies of high school students show that orthopedic defects improve slightly for



boys but increase in girls. Malnutrition becomes slightly worse, and defects of hearing increase somewhat, while in some schools defects in vision are more than doubled; defects of hearts and lungs are trebled. Thyroid disturbances and skin disorders are much more frequent. Constipation and indigestion increase, especially in girls.

These high school students certainly present genuine health problems for somebody to solve. There are ailments, illnesses, and acute diseases to prevent and control. There are accidents and emergencies to avoid if possible, or if they occur, to treat with trained skill. In prevention, control and first-aid treatment of these health disturbances, boys and girls of high school age may play even the major role if health education is effective.

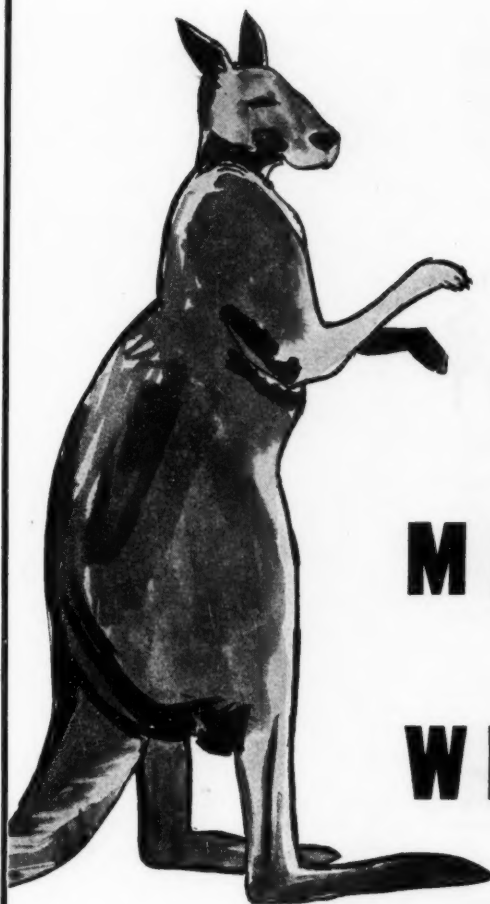
Again, they are handicapped in the majority of cases, at the present time, by remediable health defects; some of these represent the neglected hold-over from childhood while others have developed during the adolescent years. While most of these depend for correction upon the responsible action of the elders and the technical skill of the specialists, still the intelligent appreciation and cheerful positive cooperation of youth is essential to approach a creditable record in freeing them from the health handicaps wholly or partially remediable, which are more or less seriously obstructive to growth, to development, to abundant or perhaps actual life.

The health conditions of high school students over our country today reflect scant credit upon parents, educators, and responsible official and social agents and agencies generally. This deficiency or relative failure is represented in part by the serious inadequacy of health services to youth, and in part by the very unsatisfactory plans or programs of health education for youth in the secondary schools.

A few high schools with the administrative authority and support of superintendents and principals who are intelligently and sympathetically qualified for their indispensable part in this work, and with health workers capable of giving professional leadership and guidance, have inaugurated health programs which merit careful study, presenting features worthy of adoption, with careful adaptation to local conditions and needs. However, the high schools of this country with few exceptions are woefully lacking in comprehensive, carefully planned, well co-ordinated programs, constituted and administered to accomplish the optimum results which only a genuinely integrated plan and program can achieve. How can a health education program be wisely planned and carried out in high school?\*

In an up-to-date health education program in high school which is intelligently planned and wisely carried out, the coach has an enviable opportunity and an inescapable obligation. In this cooperative program, the coach can give some help better than anybody else, and some help which nobody else can give.

\*Dr. Wood will answer this question in his article in the March Scholastic Coach.



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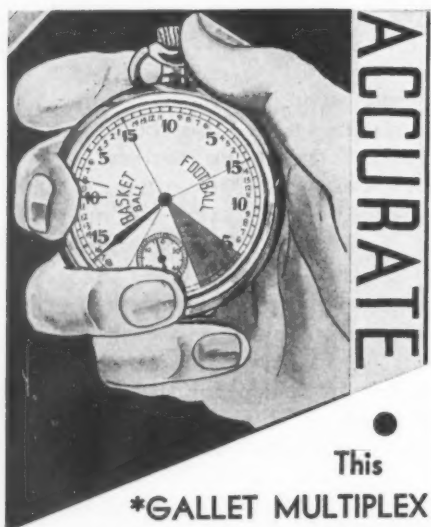
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## Guarding the Thin Air

[Continued from page 10]

formation of the five-man defense was the familiar two lines, three men on the first line and two men back. The two guards were back, and guarded the first two attacking players to come through the first line. Prior to this time, the only defense used was the man-for-man, ride-'em-cowboy defense, with every player in close touch with every player on offense all over the court. This dogging man-for-man style was familiar in many states right up to last season when the center-line rule was introduced to force the offense into its front court. The Eastern Intercollegiate League championship was won by Columbia University twice in the past seven years on this very ride-'em-cowboy defense. But, for the most part, teams committed to the use of the man-for-man style were not playing it all over the court, but would drop back in some formation or other (or no particular formation) and wait until the attacking players would cross the threshold which varied between the center and the end of the free-throw arc.

The point I want to make clear is that the history of the development of basketball, up until just recent years, shows that no defense was ever practised that pretended to guard a certain territory or a zone. It is futile to guard a particular zone or territory in relation to the ball. What actually happens, though advocates of the modern so-called zone defense are loath to admit it, is that the player on defense guards, not a zone, but a living, wide-awake opponent in relation to that opponent's position on the floor.

So many young coaches have been led into the realm of territorial fantasy by the theorizing of writers who freely dispense their pure-zone theories but never practise them, that I am impelled to render this modest little service by coming to the rescue of the disillusioned.

To attempt to guard or protect or cover, or whatever word is favored in your particular locality, a zone or territory in relation to the position of the ball on the court, is no doubt possible against inferior opposition that is far below standard in playing mechanics. Against such inferior opposition the defense could come back and sit in chairs and gain possession of the ball often enough to keep a comfortable lead. But coaches are not looking for a defense to defend against impotent opposition. An offense is sufficient to take care of the few opponents of this caliber who may come along. The defense the coach wants is one that will harry the best of opposition and tax its every offensive resource. Playing a zone in relation to the position of the ball will never prove successful in defending against your peers. You have to guard an opponent in the flesh, in relation to the ball.

The principal reason why it is impossible to defend a la zone against a good passing attack is because of the rapid interchange of passes which most teams are now capable of making. The ball moves quickly from one point to another, with the pass receivers frequently cutting di-

rectly in toward the pass, as in the "figure 8" or "triangle" attack, or the double pivot-post or single pivot-post attack.

One of the principal arguments of zone apologists is that the defensive player, functioning according to the zone scheme, has a much better chance of intercepting passes. I cannot see the basis for this claim. If the attacking team would be always so injudicious as to pass the ball down through the guarded zone I would be willing to admit that the zone would be the perfect defense. But attacking teams never have been so accommodating and one is safe in predicting that they never will be.

While it doesn't matter one way or the other whether the term "five-man defense" is preserved, the defense that was known by that name from 1914 to 1930 had one salient feature which the modern coach will want to consider, no matter what he calls his defense. That feature was the "position play" of the defensive player. It was the degree of alertness to which the defensive player applied his "position playing" that determined his success in not only defending but in gaining possession of the ball by intercepting many of the passes that the attack was attempting to force through small openings. We called our first five-man defense the "five-man position defense," and ever after I made it a point to use this descriptive term in order to emphasize the defensive player's responsibility for holding "position" on the offensive player he was guarding. The defensive player's position was determined by the movement or expected movement of the player he was guarding. In the so-called zone defense all offensive players' positions are determined by the movement of the ball, or at least they are supposed to be. But they are not. They cannot possibly shift with the ball, unless the ball is being hauled up in a wheelbarrow. This is a day of staccato passing, of cut-ins, pull-outs, pivots, back-passes and screens, of passes feigned and shots made and vice versa. The zone defense would have to have its "rubber-band" electrified to maintain order and morale against most of the smart attacks today.

The objection one frequently hears nowadays against the present-day five-man position defenses (called "waiting man-for-man" and by various names) is that such a defense is an individual proposition, and not a team proposition. The zone defense, it is said, is the perfect demonstration of team play on defense. I hasten to reply that it would be if it defended successfully. But, the fact is that the five-man defense and its counterparts are team propositions and they require plenty of "team thinking" as well as team acting. Where this strong element of team play comes in is in the switching or swapping of guarding assignments as the attack approaches and penetrates. There was plenty of defensive team play demanded of the five-man position defense in the early days, even when "legal blocks," "pick-offs" and "screens" were not the cause of it. As the



attack approached, one defensive player would simply indicate which offensive player he was taking, in order to help his teammates in determining which they would take. One could ask for no finer demonstration of teamwork than this. It was a much higher grade of teamwork than is found even in the strict man-for-man type of defense in which one player guards a particular opponent all through the game, and guards no one else.

The zone defense has a number of weaknesses so well known that I am not taking the space to say much about them. Among them are: The zone defense does not defend against long shots; it does not respond satisfactorily to an attack which sends two or more men into an area simultaneously; it is readily flattened out to permit a quick pass into the "broad" or open territory for a shot at the basket from a reasonable distance. When all the objections to the zone defense are considered it is a wonder that any team continues to use it.

For teams that are interested in guarding something more than the thin air, but are still dissatisfied with the man-for-man type of defense which calls for sticking with a particular opponent, I recommend the five-man position defense as we used it—three men up and two back. One of the three men in the first line would be the "feeler" for the defense. He would be the quickest, most alert member of the team, usually a small fellow, deceptive in his movements, and very good at stealing dribbles and snatching passes. He would frequently break out from the line and disconcert the attack as it advanced toward the middle of the floor. As the players on attack came into their front court they were picked up by the defensive player nearest them. The first two to penetrate through the first line would be taken by the defensive guards. The defensive players would play position on the men they picked up until those men had returned again to the back court. With the ten-second rule in effect, this will not happen so frequently. Switching will be necessary, of course, just as it is in the man-for-man style when screening takes place.

The five-man position defense need not be a waiting defense. It is perfectly adaptable to advancing into the opposition's back court. It is readily converted into a man-for-man for breaking up the keep-away game in the front court or hurrying the attack in the back court. It is designed to give the defense possession of the ball by guarding attacking players in relation to their position on the floor. Its theory is that by taking position on an offensive player the defensive player will be in a much better position to (1) intercept the pass to the offensive player (2) force him to make a bad pass or shot (3) cause a held ball, than if the defensive player played a zone position in relation to the position of the ball.

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# NEWS, NOTIONS & NONSENSE

## From the office of the National Federation of State High School Athletic Associations

ONE of the most interesting and valuable conferences of high school men interested in athletics that we have ever attended was held in Chicago on Saturday, December 2, 1933. Twenty-two delegates representing thirteen states were in attendance at the meeting and the states represented include all sections of the country from Connecticut on the East, to Oregon on the West, and from North Dakota on the North to Alabama on the South.

It was the first opportunity our new president, Mr. E. R. Stevens of Kansas, has had to preside over a meeting of the National Federation and he manifested a fairness and skill in handling the meeting gratifying to everybody. There was a full program, handled in such a way as to avoid that waste of time sometimes spent in useless and scattering discussions at such meetings.

Among those who led in the discussion of various topics were: P. F. Neverman of Marinette, Wisconsin; C. E. Forsythe of Lansing, Michigan; E. A. Thomas of Topeka, Kansas; A. L. Trester of Indianapolis, Indiana; H. R. Townsend of Columbus, Ohio, and H. V. Porter of Chicago. These names will be recognized as those of men who have been in the lead for many years in all progressive activities of the National Federation.

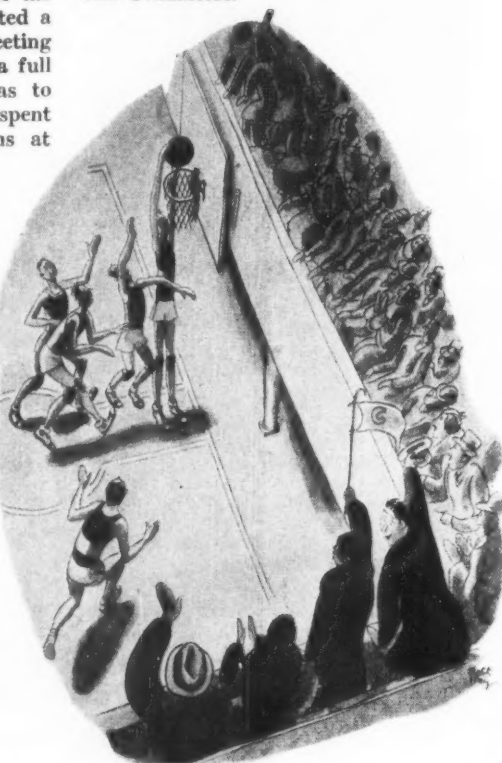
The man who travelled farthest to the meeting was Mr. John L. Gary of West Linn, Oregon. It was the first time Mr. Gary had ever met with the group and he was cordially welcomed not only because of his friendly personality but because of his genuine interest in the projects under discussion.

We do not have space at this time to include the details of the various discussions that were submitted. The Wisconsin insurance plan has already been discussed in detail in Scholastic Coach. Among the other projects before the meeting were the problems of improving officiating. In this connection Mr. Forsythe explained the methods and experiences of Michigan. Mr. Porter, representing the National Basketball Rules Committee, reported on the activities and experiences of the high school men on that committee. Mr. Thomas of Kansas reported on the activities of the Track and Field Rules Committee and also on the progress in the development and interpretation of the new interscholastic football rules.

As a result of extended discussions of various aspects of the writing of rules for high school athletics, two important recom-

mendations, involving track and field and basketball, were made: (1) It was recommended that official track rules provide for experimentation with a 36-inch hurdle in addition to the low (2 ft. 6 in.) and the high (3 ft. 6 in.) hurdles already provided for in the rules; (2) It was recommended to the National Basketball Rules Committee that the minimum circumference of official basketballs be reduced to 29½ inches. The present minimum is 30 inches.

The National Federation has active, voting representation on the Track and Field Rules Committee and the National Basketball Committee.



"It's too bad there aren't more like him."

So profitable was the meeting to those in attendance that there developed a general demand for a similar type of meeting in connection with the annual business meeting of the National Council of the organization. It is quite likely that beginning this year something along the same order of events will be organized for the annual meeting.

The annual meeting of the National Council will be held in Cleveland on Monday, February 26. As stated above, there is being planned for this gathering not only the regular business meeting that is the essential purpose of the meeting, but also a more or less intensive discussion of some of the topics in which high schools are now interested. Certainly, the two problems of the preparation and use of the football

rules and of the efforts being made to improve officiating in some of the states will be up for discussion. The meeting will be held at the Cleveland Athletic Club and all high school men interested in athletics are cordially invited to attend. There will be an inexpensive luncheon at noon and it is the present plan to have a session for the business meeting following the luncheon. A more detailed statement of the program will be mailed out from the National Federation office at an early date. In the meantime, however, those who desire reservations for the luncheon should notify the Secretary at 11 South LaSalle St., Chicago, just as early as possible. The cost of the luncheon will be about seventy-five cents.

The official interscholastic football rules have now been in use in some states for two years. Wisconsin, Illinois and Iowa took the initiative in using these rules in the fall of 1932. In the fall of 1933 Kansas joined the ranks of those using the interscholastic rules. There is very good promise of some two or three other states using the rules in 1934, and it is hoped, of course, that eventually practically all of the high schools throughout the United States will be using these rules which are prepared by and for the National Federation.

The newspapers report Chairman Walter Okeson of the National Collegiate A. A. Football Rules Committee as saying that the football rules need very little changes but need a great deal of simplification. We would like to suggest to Mr. Okeson that by adopting the interscholastic rules he would get the best job of simplification that has ever been done on the football rules. High school men have long realized the need of simplification and were able to get it only by embarking upon the project of writing their own rules. We candidly believe that coaches, players and officials who have given the National Federation rules an honest trial generally approve them as the simplest code yet written. The writer can speak positively for Illinois coaches and officials on this matter.

One outstanding high school coach and official recently reported to the National Federation office that he was opposed to the National Federation rules for the following reason: It is the chief business of the high schools to prepare football players for college teams; therefore they should without question be trained in the rules that they will need to use when they go to college. We shall have to admit that for anyone who holds to that ideal as the function of high school athletics, we have no argument to offer in support of using the National Federation rules. We are con-

\*Courtesy The New Yorker and Robert Day.



strained to add, however, that we cannot justify the presence in high school education at all of any man with that notion of the function of high school athletics.

We note from press reports that Secretary Wallace of the Department of Agriculture has characterized intercollegiate football as a "racket." With that chivalrous courtesy that always emanates like a subtle perfume from intercollegiate athletic activities, one of the leading apologists for athletics "as is" retorts with the suggestion that whatever erudition Secretary Wallace may have acquired in the realm of pigs, cows and corn, does not necessarily qualify him as a critic of intercollegiate athletics. We recall that several years ago a great national hero referred quite critically to the tendency on the part of some of the conspicuously elite in the business and financial world to get their "feet in the trough." There is a bare possibility that a really profound comprehension of some of the outstanding "spiritual" influences in American life could best be achieved by a study of the general psychology and habits of the common barnyard variety of American pig.

Even at that, however, we think Secretary Wallace is wrong in his characterization unless, of course, he defines a "racket" in a way quite different from the ordinary acceptance of the term.\* In fact, he is so far wrong that there is no special occasion for anyone to rush to the defense of athletics particularly by resorting to a sort of contemptuous reference to the Secretary's incompetence to judge or by denying to any citizen of average intelligence the right to base an opinion on very obvious and outstanding characteristics of the activity in question.

It may be, to be sure, that Secretary Wallace had in mind the proposal that in general the methods and outcomes of intercollegiate athletics are quite foreign to the purposes for which colleges and universities have been established. If that is what he had in mind, there is at least a possibility that he may be on safe ground.

One of the finest speeches ever delivered on the subject of sportsmanship and intelligence at basketball games was made by Mr. L. L. Forsythe, principal of Ann Arbor High School, at the Michigan Association's basketball rules meeting. The speech, which is published in the January, 1934, *Michigan H.S.A.A. Bulletin*, is divided into three topics: 1) Promotion of a More Intelligent Appreciation of the Game; 2) Promotion of More Wholesome Emotional Attitudes; 3) Provision for the Controlled Expression of Emotion and for the Division of Interest During Lapses in Games Toward Other Activities in Themselves Desirable.

C. W. WHITTEN  
Secretary,  
N.F.S.H.S.A.A.

\*Racket, n. 1812. A trick, dodge, scheme, game, line of business or action.—From *The Oxford Shorter Dictionary*, 1932.

Racket, n. 1933. Now usually, any scheme or procedure which aims at obtaining money or effecting other objects by unusual, illegal and often violent means. From *The Oxford English Dictionary Supplement*, 1933.

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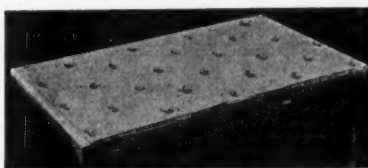
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## Sprinting

[Continued from page 7]

so far as efficiency is concerned. He may be fast—fast enough to be classed as a really good prospect—but his very style mitigates against him. Also, we know that to change his style entirely might ruin him. Each has his own idiosyncrasies. The coach studies his man and tries to shape the style up to suit the man.

Relaxation is half the battle. Muscles bulging, distended to their limit, simply cannot act quickly. It is well to vision the hundreds of muscles called upon as a man races down the track in a 9.4 effort. They are attached in seemingly the queerest places, twist around each other, and in general offer an amazing arrangement. Yet, all these muscles are called upon to work together—coordinate perfectly—in the effort of propelling the runner at this terrific pace. The message is flashed as the pistol bangs—and these myriad muscles are called upon to do their stuff. Constant training and careful training, have resulted in regularly increased efficiency of these muscles. And one of the things our experienced sprinters have learned is to *relax*, in order that these muscles may have an opportunity to work fast—contract, expand, contract, expand.

As to style, take a glance at Metcalf. He uses the "leap" stride. He is big. Tolan, small, almost pudgy, uses his legs more like the spokes of a wheel flying around than anything I know of. Yoshioko does practically the same thing, only he get up higher, pounds too much, and uses his arms too high in front, it seems to me. He does not get that Hahn stretch. Sholz used what I call a "reach" stride. Paddock used the very high knee action, bouncing off that lever beautifully, with a fine arm action. Paddock, however, swung his feet around in a rather peculiar, albeit rapid, manner.

I have seen men run gazing up at the heavens as if they were astronomers working on their doctor's degree—and turn in much under 10-flat. I have seen men practically hug the ground and do the same trick. You recall the peculiar style of Abrams, of England, who showed that even an Olympic champion does not have to follow Hoyle.

Relaxation, using the arms and legs in perfect, frictionless unison, keeping as well straight down the track with nose, eyes, chest, arms, knees, feet—all go to make up what we term the ideal sprinter. Do not forget that neither you nor anyone else can make

[Concluded on page 31]

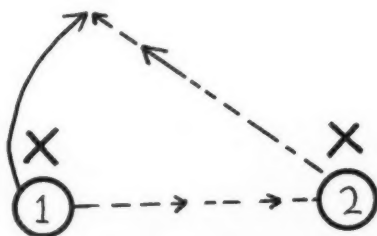


## Keep-away Game

[Continued from page 5]

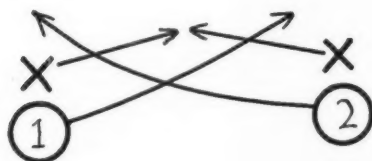
scheme consists of many passes among the center-line men with threats on their part to cut.

It is when the defense moves out and covers aggressively that a keep-away game is put to its hardest test. Team stunts to elude such opposition are found in many books on the game, and are well worth any coach's investigation. There is space here for only the principles of a few of these stunts. When used in combinations and with proper feints they form the basis of set plays in delayed offenses and keep-away tactics. Warning should be given that attempts to teach or use too complicated a scheme will confuse the ball holding team more than the opposition. Good execution of a few plays is more effective.



I. Pass and Cut

Basketball's most common two man play. 1 passes to 2 and slices around his guard. Made more effective when used with feints to cut and then standing still for a moment.



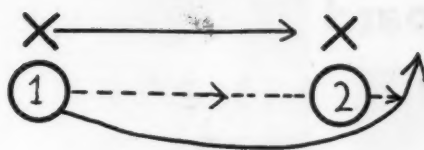
II. Criss-cross

Best used by two men without the ball. 1 and 2 charge across each other's path in an attempt to confuse guards. Seldom works against a zone defense.



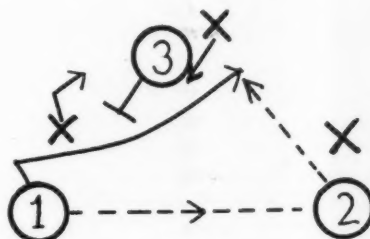
III. Inside Screen

May be used with or without the ball. Shown here with the ball. 1 passes to 2 and moves to screen off 2's guard and 2 dribbles around his teammate. Should guards shift too soon 1 may change his screen into a cut.



IV. Outside Screen

1 passes to 2 and runs around his teammate in an attempt to lose his guard.



V. Screen by Third Man

Usually worked when passes in other parts of the court have attracted defensive attention. 3 moves up to the rear of 1's guard. 1 feints one direction and then slides around 3 in an attempt to make the guard run into or around 3.

**SPECIAL NOTE:** Screen attempts readily shade into blocking which is a foul. The player executing a screen must be standing still and is not permitted to dance around, stick out arms or legs, or hold his opponent in any manner. He moves to a position a stride or two from an opponent. The rest is up to his teammate who drives in such a manner as to cause the guard to be hindered by the screener who is standing still. Under this condition, if personal contact results, the defensive player is the one responsible for it.

Team formations from which these maneuvers are worked are of two general types: One places three men deep in the front court with two players near the center line; and the other uses two in and three out. In either case the most effective keep-away tactics consist of maneuvers to force the defensive men in towards the free-throw circle rather than to let them spread. The defensive players will find their best chance of breaking up keep-away by cornering ball-holders or catching them so close to the boundary lines that they cannot maneuver. Consequently the offensive team should concentrate on breaking men into mid-court to relieve this pressure.

See page 5 for diagrams of the two formations, three in and two out; and two in and three out.

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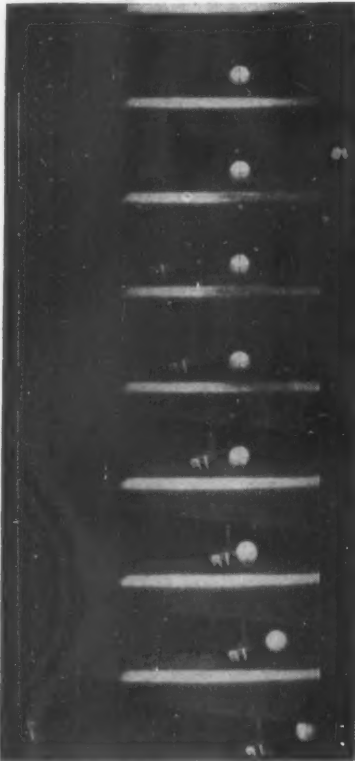
## For Your Bulletin Board



International

ABOVE—THE OLD MASTER WINS HIS INAUGURAL MATCH WITH VINES: Bill Tilden and Ellsworth Vines, with 20 years separating them, shaking hands at the end of their professional match in Madison Square Garden, which Tilden won in straight sets.

American Golfer



LEFT—THE HIGH SPEED CAMERA CATCHES WHAT THE EYE MISSES: Enlargement of a moving picture film of the actual hitting of a golf ball, photographed at Massachusetts Tech.

Acme



ABOVE—WHAT THE GOALKEEPER DOES IN ENGLAND WHEN IT RAINS: Cricket players, driven by the weather to a game of soccer, provide their bespectacled goalie with an umbrella.

Keystone

LEFT—A HIGH SCHOOL RECEPTION FOR A GREAT SCIENTIST: Prof. Albert Einstein receiving from the students of Northeast High School in Philadelphia a trophy, expression of their esteem for his contribution to world peace and learning.



Wide World

ABOVE—THE UNIVERSITY PRESIDENT WHO EXILED FOOTBALL FOR TEN YEARS WELCOMES THE RETURN OF HIS CONQUERING COLUMBIA TEAM: President Nicholas Murray Butler of Columbia University speaking at the reception to the team that beat Stanford in the biggest upset of the year. Coach Lou Little at the extreme left; Mayor Fiorello LaGuardia in the center.



## Champion Endurance Swimmer Gains Strength and Energy from Delicious Food-Drink



RECENTLY Arthur Rizzo, champion endurance swimmer, swam from Sicily to Malta, a distance of more than 60 miles. During his swim his trainers fed him Cocomalt regularly, and here's what they say, "The high carbohydrate content of Cocomalt provided the energy required for such a strenuous feat." And Arthur Rizzo himself says, "I strongly recommend Cocomalt for athletes, and to all those who want to be strong and full of energy."

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## Sprinting

[Continued from page 28]

a racehorse out of a plowhorse. Speed is necessary, even with the embryo. It may be misdirected, but it is there, and the observant coach is not slow to recognize it.

There is just one point more which I want to insert here. It is this—so many boys think that the arch of the foot is really locked when they dig in and run—that is, they think that it *should* be locked—stiff. This is incorrect—the foot should be trained to relax as it is brought up and set down. Learn to use the levers of the ankle, arch, and toes in getting off the ground quickly again after the foot has been put down and the body swings on over the stride. Train that foot to respond—see to it that it is a thing apart from the leg, as it were, figuratively speaking—something which in itself has a work to do. This means, again—*relaxation*, doesn't it?

### Finishing

We tell our men to "run *through* the tape, not *to* it." That is an old standby. We recall that Charlie Paddock leaped through it, and did a fine job of it. It was marvelous the way he collected himself and flew through that yarn. Of course, I have always

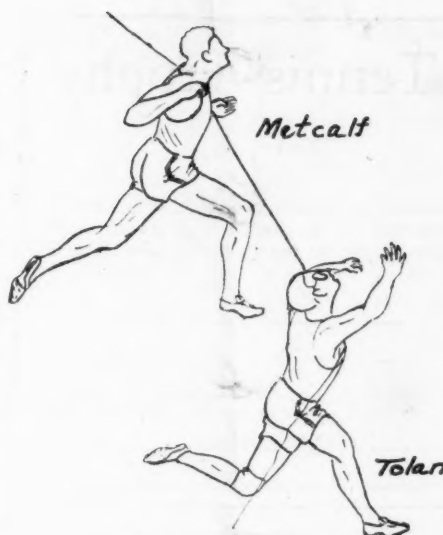


ILLUSTRATION No. 5  
Finish of the Olympic 100-Meters

been of the opinion that his jump did not slow him down, because he "speeded up" when he collected himself for that leap. However, experiments prove that a man can run faster on the ground than he can leap through the air.

We teach our men to keep their arms down when they breast the finish yarn but most of them stick 'em right up in the air. Tolan, you will note in Illustration No. 5, is doing just that—Tolan with four years as a high school star and four years as a university star—and one extra year to think it over. And, you will admit that

he has developed into somewhat of a sprinter! Wykoff often turns the side of his chest as he hits the tape, called the side-twist finish. It does, in reality, get the runner to the tape an instant faster than he can get the middle of his chest there. Try it by placing your chest up to within two or three inches of a wall, then just turn your chest sidewise. The side of your chest, or shoulder, will strike the wall—without your feet having moved forward.

Metcalf, in the illustration, is busting right on through the finish line in fine style. But—my measurements show this—that Metcalf hit the finish yarn there at Los Angeles first (in that much disputed 100-meter race), that Tolan actually got his body and that last leg over the line first (and that is what counts), but that Metcalf passed him again on the very next stride! Figure that out. Undoubtedly Tolan hurled himself through the tape and across the line in a final desperate effort—and won.

One last word—until next month—never look sidewise to see who is there to hit the tape with you. Rush on right through it with eyes and head forward. If the sprinter wants to see how the other fellow looks it is recommended that he view moving pictures of the race, afterwards.

## Chicago Meetings

[Continued from page 8]

**B. W. Bierman (Moving pictures)**—"At Minnesota we take 16mm. moving pictures of each game, which are shown to the players the following Tuesday. These pictures help us study our plays and players, and are of great assistance to the coach who, from his seat on the bench, cannot see much of the game. We also take movies of some scrimmages."

**George F. Veenker (Blocking)**—"I have been asked to show how we block for a punt." (What Mr. Veenker showed on the blackboard is shown on this page.)

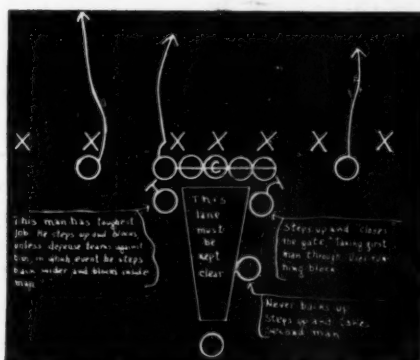
**P. B. Parker (Punting)**—"When in doubt kick. If kicks are being blocked, try running and passing plays from a punt formation to see who is breaking through."

**W. A. Alexander (Preparation for the game)**—"If possible, let the boys sleep in their own beds the night before a game."

**E. E. Wieman (Line play)**—"There is no set right way in defensive tactics. Let the boys work out their own experiments in practice, and if they prove successful, let them be applied in the games."

**Don Peden (Forward passing)**—"In the future development of the forward pass we will probably go in for hook passes and any other kind of pass by which we can reach a man free over the line of scrimmage."

**H. O. Crisler (Organization for fall practice)**—"I ask each boy to write to me during the summer to tell me what he is doing in the way of preliminary conditioning. We have a set of exercises that we ask every player to perform during the summer."



PROTECTION FOR THE KICKER

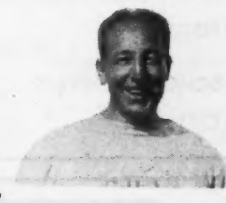
**L. C. Boles (Forward pass defense)**—"If our scouts tell us that the man is a great passer, or that a passer has fine protection, we use more men on the receivers and fewer on rushing the passer."

**Harvey Harman (Lateral pass)**—"The lateral is frequently used as a delay in order to allow the forward pass receivers time to get down for a very long pass."

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Questions have arisen regarding the eligibility of Mike McSweeney, star piccolo player of the University of North Carolina. It is charged that McSweeney played for money at a seaside resort last summer. If the charges are sustained the loss to the Carolina band would be irreparable. The undergraduate weekly is eloquent about McSweeney's ability. It says: "His rare skill on the piccolo—his perfect tempo, his finger-work and the deep feeling he imparts to his whole performance—has made him a great hero not only among the students, but throughout the state."

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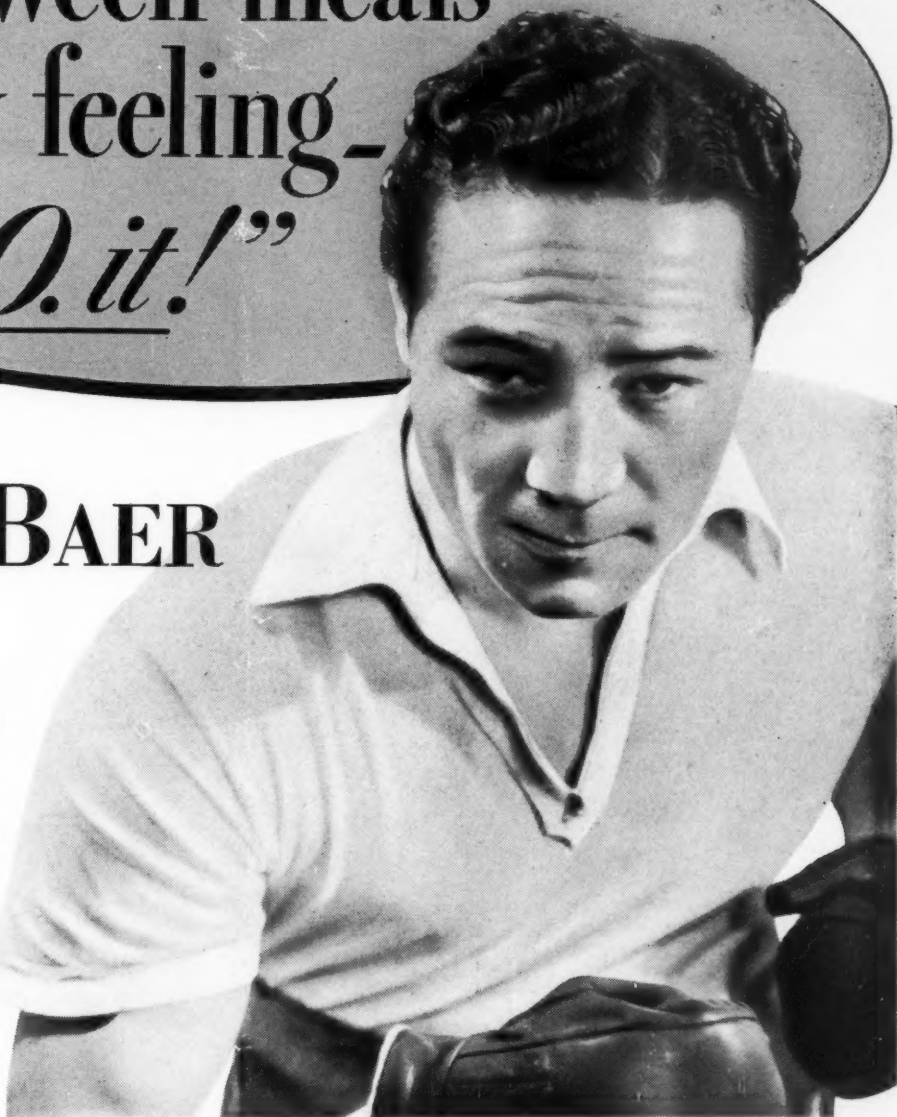
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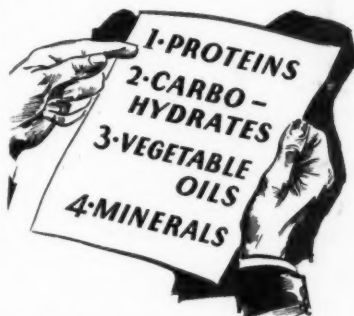


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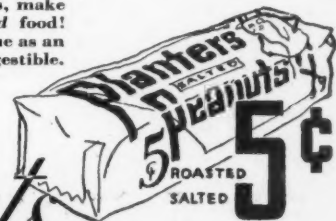
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